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ABSTRACT

Compiled from a 1980 survey requesting library science guides for elementary and secondary schools, this booklet contains numerous learning activity examples from 36 states which are presented in three main sections. The introduction contains the preface and strategies for teaching learning skills. The major part of the document focuses on using resources and describes and lists numerous activities for learning about the parts of a book, dictionaries, encyclopedias, periodicals, maps and globes, atlases, almanacs, handbooks, and yearbooks, audiovisuals, the Dewey Decimal system, the card catalog, and shelf arrangement. Activities listed in the final section on using information include literature and language studies, as well as research for reports and papers. (RBF)

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DEVELOPING
LEARNING
SKILLS
THROUGH
LIBRARY SERVICES
K-12

PROJECT OF LIBRARY INSTRUCTION ROUND TABLE

AMERICAN LIBRARY ASSOCIATION

1981

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PREFACE

A dynamic school library program exists, with the cooperative efforts of all who teach — administrators, teachers, and librarians. It is not valid to refer to study skills as "library skills", isolated from content areas. They are thinking skills, useful in any discipline.

This publication evolved as the project of a committee of the American Library Association's Library Instruction Round Table (LIRT) called the "National Programs Study Task Force." It was developed from a survey of practices already existing in elementary and secondary schools and collected through a 1980 survey requesting current copies of guides for library services. Many who responded commented that such a publication would be helpful.

The skills program described in this publication is not a comprehensive blueprint for the ideal school library program. The instructional procedures included have been found to be workable and successful. They are flexible and may be implemented at various grade levels or integrated into a classroom unit of instruction to be taught by either the teacher or the librarian.

These suggested activities may serve as motivation to design, refocus, maintain, supplement or confirm any district's present program of library services. They assume a multimedia approach to the teaching/learning process and are considered to be among the basic achievements desired for all students. Almost any of the learning activities could be programmed on minicomputers, presented on a carousel slide/tape, made into a video-cassette, shown on closed circuit television for individual or group study, or used for interest centers.

Since many terms are currently used to identify the person who administers a library/media center program, the time honored term "library" and "librarian" are used in this publication. Those who use the terms "library media specialist", "learning resources specialist", "media specialist" or other terms can adapt the terminology to fit local usage.

Special thanks are given to all those school districts from thirty-six different states who shared their guides in order that this compilation might become a reality. School districts who permitted a part of their materials to be adapted for this publication are:

Tyler, Texas
Salem, Oregon
Irving, Texas
Urbana, Illinois
Lincoln, Nebraska
Danville, Virginia
Fort Wayne, Indiana
Council Bluffs, Iowa
Frederick County, Maryland
Cypress-Fairbanks (Houston), Texas

Equal thanks are given to those school districts who, in many instances, provided parallel information and who stimulated the development of this practical guide. These school districts include:

Juneau, Alaska; Fayetteville, North Little Rock, Arkansas; Boulder, Colorado; Bristol, Connecticut; Rehoboth Beach, Wilmington, Delaware; Jacksonville, Florida; Augusta, Georgia; Terre Haute, Indiana; Paducah, Kentucky; Alexandria, Bossier Parish, Calcasieu Parish, St Martin's Parish, Louisiana; Montgomery County, Prince George's County, Maryland; Worcester, Massachusetts; Brainerd, Minneapolis, Minnesota; Jackson, Meridian, Mississippi; Jefferson City, Sedalia, St. Louis, Missouri; Fort Benton, Miles City, Missoula, Montona; Norfolk, Scotts Bluff, Nebraska; Las Vegas, Nevada; Perth Amboy, New Jersey; Las Cruces, New Mexico; Buffalo, Newburgh, Rome, New York; Charlotte-Mecklenburg, North Carolina; Lancaster, Ohio; Muskogee, Oklahoma; Lancaster, Pittsburgh, Pennsylvania; Bristol, Providence, Rhode Island; Sumter, South Carolina; Knoxville, Oak Ridge, Tennesee; Austin, Fort Worth, Fasadena, Richardson, Round Rock, Spring Branch, Ysleta, Texas; Roanoke, Virginia; Spokane, Tacoma, Washington; Green Bay, Wausau, Wisconsin.

STRATEGIES FOR TEACHING LEARNING SKILLS

The term "learning skills" is used here because they are thinking and reporting techniques useful in any subject area. The mastery of such skills is understood as the joint responsibility of both the librarian and the teacher whether initiated in the classroom or begun in the library itself.

This booklet contains examples of "learning activities" which have been used successfully in various school library programs. They represent the creativity of school librarians and teachers, ideas seen at conferences, read about in professional publications or adapted from teaching experiences in subject matter fields.

"Telling is not teaching" is an old educational admonition which is valid in library instruction. Concepts must be translated into physical or mental activities in order to become internalized by the learner. Oral precedes written practice and activities are sensory related and focused on specific details of a skill so that the various facets of learning fall into perspective and relationships become apparent.

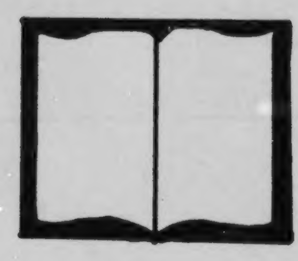
"Learning activities" are used to INTRODUCE, DEVELOP, or REINFORCE a concept. Those which INTRODUCE catch the interest, spur the thinking and build upon experiences and familiar information already known. Those which DEVELOP repeatedly manipulate the various facets and details necessary to give an understanding of a particular concept. Those which REINFORCE require knowledge of the details which have been introduced and developed and, presented in varied sequence, will review a concept thoroughly; therefore "learning activities" need to be carefully constructed and sequenced to maximize learning.

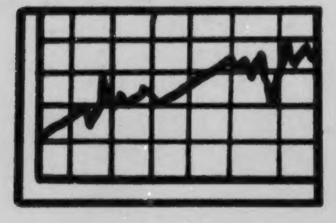
"Sequence" as used in this booklet means that a concept is taught in the sequence of need to understand or use it. Therefore the three most significant library concepts - DEWEY DECIMAL (how materials are classified), CARD CATALOG (which materials a library owns) and SHELF ARRANGEMENT (where the materials may be found) are taught in that sequence. As a Dewey Decimal category is introduced, practice in card catalog use follows, then how the materials of that type appear on the shelf is learned.

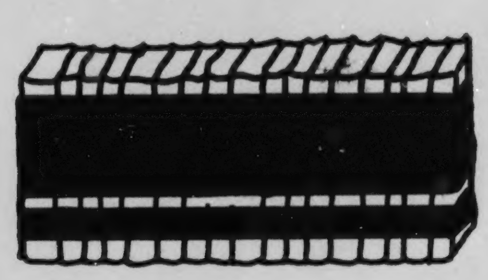
The teaching of basic knowledge and skills should be accomplished by curriculum-oriented activities. Students will recognize the significance of skills they have learned only as they apply such skills in subject areas. After the formal introduction, the library media personnel and teachers should use every encounter with a learner as an opportunity to reinforce understandings, knowledge, and skills in the utilization of all media.

When taught in relation to classroom needs and assignments, these study skills equip students to do various research projects entirely on their own. In this manner students learn the most efficient ways to locate information, read critically, organize details, reach conclusions, analyze and interpret ways to report information, and ask intelligent questions in any library.

USING RESOURCES







USING RESOURCES

BOOKS (Parts of a Book)

Concepts:

In addition to the text or body of a book there are several other sections or parts, however some books will not contain all of them.

1. End Papers — In many books the inner sides of the hard covered part of a book may be covered with end papers made attractive with color pictures spread over a double page. In travel books, outline maps are often used as end papers.
2. Flyleaf — Is placed after the end papers and is usually blank, but if the volume is one of a series the series title may appear on it.
3. Frontispiece — Is a full-page illustration appropriate to the subject of the book and usually appears opposite the title page.
4. Title Page — Contains complete title, author's name, publisher, place of publication, and publication date. May also include name of the illustrator, the edition, the series, or information about the author.
5. Copyright Page — The verso of the title page contains copyright dates and names of the copyright owner and tells when the book was listed at the U.S. copyright office to protect the author's right of ownership. Books published after September 15, 1955 have the sumbol c. Additional printings may be listed, but the latest copyright date shown is the year the book was first printed in its present form.
6. Dedication — A brief statement of the author's regard for someone connected with his writing of the book. It may name the person or persons for whom he wrote the book and usually follows the title page.
7. Preface, Foreward or Acknowledgement — Precedes the table of contents. These terms may be used interchangeably. The author uses them to give information about the book; such as his reasons for writing it, the names of people who helped him, the materials he used, etc.
8. Table of Contents — Precedes body of book and names in order the chapter of the book and gives page numbers for them. From the table of contents you can get an outline of the information the book covers.
9. List of Charts, Plates, or Illustrations — Follows the table of contents. The charts, plates, or illustrations are listed along with the page numbers on which they appear.

10. Introduction — A section specifically named Introduction introduces the subject matter of the book, perhaps by a friend or colleague who has urged the author to write it, or who vouches for his authority.

11. Body or Text — All the numbered chapters of a book, with pages numbered by Arabic numerals, form the body or the text of a book.

12. Appendix — Many books have several additional parts at the end of the main text called an appendix containing extra information such as charts, graphs, lists, and statistics not needed in the text but too important to be left out altogether.

13. Glossary — An alphabetical list of technical or foreign words used in the text is often added near the end of a book. These words are defined only as they are used in that book.

14. Bibliography — A list of books or other materials related to the subject of the book. Usually found near the end of the book but sometimes at the end of each chapter.

15. Index — A list of topics included in a book, found on the last few pages of a book, arranged alphabetically and indicating the page where a particular topic is located.

16. Edition — One of the successive forms in which a book has been issued, such as first edition, second edition, etc.

    Editions may be printed for special occasions such as "anniversary edition", "memorial edition", "special edition" or for bringing the information up to date, such as a revised edition.

17. Colophon — An emblem assumed by a publisher and placed on the title page, spine and dust cover of each book and on the company's catalogs and stationery.

Activities:

1. Show spine of many books and ask for title, author, publisher.

2. Examine a book; point out book jacket, title page, back of title page, author, etc. Let each child do this often.

3. Search for clever dedications of books. Write down some of the most interesting ones and share with classmates.

4. Display "The Parts of a Book" on a book jacket. Label title page, back of title page, author's note, table of contents, index, glossary, etc.

5. Make transparencies of title pages and share with class.

6. Write a book. Prepare title page and preface.

7. Compile a class book of "Our Stories" or "Class Poetry", etc.

   Write a dedication for class book; then ask the class to decide if it is appropriate for the class book.

8. Read introductions and prefaces from different books; then discuss the author's purpose for including an introduction or preface in a book.

9. Look through several books to see the different type glossaries used and discuss their purposes.

10. Make a glossary when doing a social studies unit.

11. Make a table of contents for a science unit.

12. Compose a biographical sketch of yourself written for a book jacket. Read some of the reports and see if others can guess who the biographical sketch is about.

13. Make crossword puzzles using parts of a book as subject of puzzles.

14. Draw end papers appropriate for a novel, a science book, a history book.

15. Point out title page every time a story is read to K and/or first graders.

16. Display many illustrated books; decide which were written and illustrated by the same person.

17. Print your name on the reverse side of a bookmark with your last name first. It is the comma between the names that indicates that the last name has been written first.

18. Tell stories "read" in a wordless picture book.

19. See how many books in this library were illustrated by these artists: Adrienne Adams, Joan Anglund, Ludwig Bemelmans, Pamela Bianco, Erik Blegsvad, Susan Bonner, Irene Brady, Raymond Briggs, Leslie Brooke, Marcia Brown, Mary Buff, Nancy Burkett, Donald Carrick, Remy Charlip, Jean Charlot, Leo Dillon, Anna Dowden, Roger Duvoisin, Marie Hall Ets, Anto Froberg, Gyo Fujikawa, Satomi Ichikawa, Seymour Leichman, Leo Lionni, David Macauley, Beni Montresor, Claire Newberry, Maud Petersham, Leo Politi, Beatrice Potter, Ann Rand, Symeon Shimin, Marc Simont, Leisel Skorpen, Maurice Sendak, Dr. Seuss, Louis Slobodkin, Tasha Tudor, Edwin Tunis, Brian Wildsmith, Garth Williams, Taro Yashima.

20. Examine colophons in books and draw them until you have located twenty different ones. Display on bulletin board or as mobile.

21. Make a set of laminated cards using colophons of frequently used publishers and play a game identifying each.

22. Rewrite the names of these authors (written on cards) with last name first, a comma and then the first name or initials: Dorothy Aldis, Hans Christian Andersen, Clarence W. Anderson, Joan W. Anglund, Edward Ardizzone, Jose Aruego, Marcia Brown, Eve Bunting, Eric Carle, Carol Carrick, Ruth Carroll, Roald Dahl, Laurent de Brunhoff, Margaret Friskey, Stewart Graff, Margaret Hillert, Lillian Hoban, Russell Hoban, Joseph Jacobs, Leonard Kessler, Robert Kraus, Lois Lenski, Jane Miller, Graham Oakley, Tillie S. Pine, H.A. Rey, Barbara Rinkoff, Alvin Schwartz, Judith Vigna, Bernard Waber, Lynn Ward, Ann Weil, Lisl Leil.

23. Use all opportunities to show author picture with stories. After a Keats story, have students describe Ezra Jack Keats. Identify authors from pictures.

24. Locate interesting dedications and/or prefaces in novels such as:

Taron Wanderer
Cockleburr Quarters
A Treasury of Alaskona
Six Days from Sunday
Tales of a Fourth Grade Nothing
The Adventures of Aku
Skinny
You Know Who
Dancing Tom
And I Mean It Stanley
Two Logs Crossing
The Skates of Uncle Richard
Crystal Is My Friend
Will You Be My Friend?
Little Bear's Thanksgiving
Little Mouse Nibbling
The Boy Who Could Sing Pictures
The Crystal Apple
Sidewalk Story
The Good Morrow
Marshmallow
It's Halloween
The Code and Cipher Book
Two Brothers
Josie's Handful of Quietness
There Is a Rainbow In My Closet
Journey to Topaz
Brian Wildsmith's Birds
The Seeing Stick

The High King
The Wind Thief
Desmond and Dog Friday
Twenty and Ten
Winter Cottage
Magic and the Night River
The Kid Who Could Only Hit Homers
The Corduroy Road
Magic ... Naturally!
My Mom Hates Me in January
Blood Bay Colt
Savage Sam
The Wind Is Not a River
The Rocking Chair Ghost
The Keris Emerald
Pimm's Place
Magic Carousel
The Wildlife of North America
When Nantucket Men Went Whaling
Rolling Round
Teach Us, Amelia Bedelia
The Secret of the Seven Crows
Mike's House
Maggie Marmelstein for President
Calico Captive
Hunt the Mountain Lion
Alexandria the Rock-Eater
Danny Dunn and the Homework Machine

Activities (Table of Contents):

1. Choose a non-fiction book and study its table of contents. Check to see if each chapter has the title listed in the table of contents and if it does begin on the page noted.

2. Without reading the body of the book but using only the table of contents, make a simple outline of that book, noting its title.

3. Select one chapter from the table of contents, locate it and read the first and last paragraph. Close the book and write down the important facts included.

4. Mixed Up Printer:

   Use a pocket chart with ten pockets. One envelope contains the "Topic Cards." Draw a "Topic Card" and arrange the "Chapter Cards" from the list to fit. Time the player as he arranges the Chapter Cards in the pocket chart. If all chapters are correctly arranged, the player with the shortest time wins the game.

   Topic Cards: Riding, Ghosts, Fishing, Track

   Chapter Cards:

SET I:	Choose a Horse	p. 7	SET 2:	Creaking Doors	p. 86
	Saddles	p. 23		Ghosts	p. 78
	Trotting	p. 35		Castle	p. 124
	Horse Show	p. 67		Fear	p. 260
	English Style	p. 100		Dead Hand	p. 291
SET 3:	Fierce Sharks	p. 5	SET 4:	Jogging	p. 2
	Marlin	p. 77		Jumping	p. 60
	Casting	p. 150		Hurdles	p. 74
	Bait	p. 200		Skipping	p. 124
	Grunion	p. 248		Walking	p. 199

5. Chapter Rummy: Deal each of four players a "Chapter Card" which he looks at and places face down. Deal sixteen subtitle cards. Draw one card from each other in sequence. The player wins who first completes his appropriate set of subtitles.

   Chapter Cards: I. Water, II. Soil, III. Animals, IV. Air

   Subtitle Cards:

   River Pollution
   Wilderness for Animals
   Soil Nitrates
   Chemicals in Water
   Factory Smoke
   Herbicides and Animals
   Normal Soil
   Air Purification
   Soil Enrichment
   Ocean Pollution
   Car Exhausts
   Wildlife and Highways
   Detergents in Water
   Air Analysis
   Protected Species
   Preventing Erosion

Activities (Index):

1. Use the index and list five things which are discussed in a book. Check the index to see on what page each is referred to, list the page number by each subject. Is there a picture on the page with the information? Colored?

2. Use The Story of Horses by Dorothy Shuttlesworth. Use a stop watch and locate three kinds of horses without using the index. Write down the kind of horse, the page number, and the time required to find the page. Use the index and repeat the above. See if information on these kinds of horses is listed in the index and write the page number by each type of horse: Shetland, Morgan, Thoroughbred, Clydesdale, Quarter Horse, Palomino, Appaloosa, Pinto, Mustang. If there is a picture of a horse on the same page, place a P after the page number. If the picture is colored, circle the P. List the page where information is given on color of horses, breed of horses, and on donkey, bronco, mule, race horses.

3. Refer to the index below and answer these questions:

   A. Is pollution in Georgia mentioned?
   B. Are taxes discussed in this book?
   C. What references involve mining?
   D. List three geographical formations discussed.
   E. Is there any information about cabbage raised in Texas?
   F. On what page may facts about transporation be found?
   G. Are crops mentioned? Fruit or vegetables?
   H. Is there any reference to polar regions?
   I. How many references to ethnic groups are made? To what groups?
   J. List all references related to motors.

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- Taxes, 134-135, 162
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- Vegetables
  - in Texas, 13, 25
  - in Washington, 13
- Wheat, 13, 98
- Windmills, 96

4. Index Rummy: Each player is dealt five cards and draws and discards from the rest of the pack as in rummy. The first player to have 5 cards with the same initial letter, arranged alphabetically, wins.

ants
animals
axle
angora
amber
bat
bee
beaver
brand
border
catbird
coal
cover
crow
crawfish
dishwasher
doormat
dents
drum
duck
eel
eider
elephants
eggplant
engine
fig tree
fir tree
fishery
flounder
fluke

gander
goat
gum tree
griffin
ginko
haddock
hound
horse
honey
heather

5. Index Bingo: Each player is given a card, labeled with a topic. One player draws a subtopic card from a box and reads the phrase. If the player thinks the phrase applies to his topic, he covers a square. The winner is the one covering the 9 squares on his card first.

Topic Cards: Automobiles, Electricity, Clothing, Swimming

Subtopic Cards:

wiring
sparks
trunks
wheel
tire
battery
slacks
cylinder
fuse
toaster
meter box
generator
high tension
voltage
power company
carburetor
shirt
cap
suit
water
butterfly
diving
splashing
surfboard
racing
free style
floating
boot
jeans
belt
overcoat

Activities (Glossary):

1. Sometimes a glossary answers questions without referring to a part of the text. Using the glossary below, answer these questions in complete sentences:

   a. What does a drought cause?
   b. Name one raw material not mentioned here.
   c. To view a distant object, what instrument would prove useful?
   d. Who or what makes sewage?
   e. Of the natural resources named, which ones does Maine have?
   f. Are you literate? How do you know?
   g. What instrument would be helpful in seeing a germ?
   h. What can make greater crops?
   i. Does the harvesting of grapefruit come before or after the irrigation of the trees?

GLOSSARY

cosmopolitan. Having people from many parts of the world.

culture. The way a people live in a particular place and time.

explorer. A person who searches for something new, such as a place or a scientific discovery.

famine. A great shortage of food, usually caused by a drought.

fertilizer. A substance used to enrich the soil.

harvest. The cutting (or picking) and gathering of a crop.

import. An article bought from people in another country.

international. Affecting two or more nations.

literacy. The ability to read and write.

majority. More than half.

microscope. An instrument used to aid the eye in viewing very small objects.

natural resource. A material supplied by nature; such as land, minerals, water power and forests.

oceanography. The science that deals with the ocean and everything in it.

pioneer. One of the first to settle in a territory; one of the first to explore a new field.

pollution. The unclean condition of the earth's soil, air, and water when waste materials are poured into them.

raw materials. Timber, stone, metal and other products of nature used by man.

sewage. Human waste material that has to be disposed of.

slum. A crowded area marked by run-down buildings and poverty.

solar system. The sun together with the planets (including Earth) and other smaller bodies that revolve around it.

telescope. An instrument used to aid the eye in viewing distant objects.

tribe. A social group held together by family ties, geography, tradition and so forth.

2. Some glossaries note the page on which a subject is discussed and all give clues or definite information. Using the glossary below, answer these questions:

   a. What types of power are referred to in this glossary?
   b. Is sorghum a crop? Why or why not?
   c. What might a miner extract from beneath the earth besides coal?
   d. What is the difference between a dam and a dike?
   e. What interest would a farmer have in potash?
   f. What are the ingredients of smog?
   g. Do you have an income? Why or why not?

GLOSSARY

crops. All the crops that are grown in a field. page 9

dam. A wall built across a river or lake to hold back the water. page 29

dike. A man-made wall that is used to protect land from water. page 98

drought. A long period without the usual amount of rainfall. page 17

electric power. Power produced by electricity to run machines. page 173

filter. Something that is used to strain liquid or air. page 16

fuel. Something that is burned to make power to run a machine or to make heat. page 47

fumes. Smoke or gas, often harmful and bad smelling. page 8

incinerator. A special, closed-in place where trash is burned. page 225

income. Money that is earned from any kind of work. page 124

industry. A business, such as the clothing industry in which many people make some kind of goods. page 78

irrigate. To move water to dry land through ditches or pipes. page 17

metals. Natural resources, such as iron, copper, gold or silver, usually found beneath the earth. page 45

miner. A person who goes below the earth to help dig coal, metals, valuable stones, or other useful things. page 45

ore. Stone that contains metal. page 73

potash. A white, ashlike material that comes from the earth and is used in making soap, fertilizer and glass. page 78

smog. Dirty air that forms when fog mixes with smoke and fumes. page 9

windmill. A tall tower with a wheel which the wind turns, making power to pump water. page 174

3. Using a textbook or a non-fiction book of your choice check the glossary. See if the subjects designated on certain pages really are discussed there. List 10 glossary entries, read the information on all the pages given and note each as + (excellent), / (some information) or o (very little information given). Using the same 10 subjects, write down in sentence form the significant ideas given about each subject.

4. Examine the glossaries of three different books about a particular subject (trees, atomic energy, Statue of Liberty, butterflies) and compare the definitions of those four subjects in each book.

I SPY!

Materials:

1. Parts of a book printed on strips of colored Bristol board and laminated
2. A book in each student's hand

Activities:

1. Leader holds up a strip and students silently point to that part of their book and form the words "I Spy" with their lips.
2. Students arrange themselves in alphabetical order as they hold these strips in front.

Contents:

Publisher
Title
Cover
Illustrator
Title Page
Author
Spine

PARTS OF A BOOK

Materials:

1. Laminated playing board
2. Ten colored laminated cards with the definition of one part of a book on each. Five are stated in sentence form and five in phrases.

Activities:

1. Child draws a card and places on correct space on playing board.
2. A "checker" for each part approves or disapproves of each decision.

Contents:

Sentences

The cover of a book is the binding that protects the pages.
The illustrator is the person who drew the pictures in the book.
The spine of a book is the part visible when a book sits on the shelf.
The name of the book is called the title.
The author is the perosn who wrote the book.

Phrases

The name of a book
The part of a book you see when the book is on the shelf
The person who wrote the book
The thick binding that protects the pages
The person who draws pictures for a book

BLANKETY-BLANK

Materials:

1. Three playing boards listing in large letters simple titles with one word omitted.
2. Cards with a picture which will fit unmistakably in one of the blanks.

Activities:

1. Each player draws a picture card from the face down stack.
2. Place the picture in the appropriate blank to complete a title.
3. If a player does not know, after a reasonable time (10 seconds) another may try his luck.
4. Spread the pictures out face up. One player points to a title and his partner chooses the correct picture and places it in the title blank.
5. As blanks are filled, the one who completed the title asks how many have read "______________". All who have raise hands. Discuss the story.

Contents:

Let's Get __(Turtles)__
Lito and the __(Clown)__
Last One In Is a Rotten __(Egg)__
The One-legged __(Ghost)__
__(Mop)__ Top
Sam's First __(Fish)__
Make Way for __(Ducklings)__
The __(Bear)__ who Lost His Hair
Striped __(Ice Cream)__
Best Loved __(Doll)__
Smallest __(Boy)__ in the Class
The __(Fish)__ from Japan
__(Bears)__ on Hemlock Mountain
The Stolen __(Ruler)__
The __(Cat)__ Who Went to Heaven
Joey's __(Cat)__
The __(Toad)__ Hunt
The __(Painted)__ Pig
Did You Carry the __(Flag)__ Today, Charley?

BOOK TALK

Materials:

1. Laminated playing board with parts of a book written in the 25 spaces.

2. Laminated cards with definitions of parts of a book on each.

Activities:

1. Draw a definition and place in the correct space on playing board.

2. Group related definition cards in a row (title page, publisher, verso, recto, copyright date, title, author, place of publication).

Contents:

appendix
author
call number
chapter
colophon
compiler
copyright date
dedication
Dewey classification
editor
end papers
glossary
glossary
illustrator
introduction
verso
place of publication
preface
publisher
table of contents
recto
title
title page

WORD SEARCH

Z	O	L	T	V	O	D	M	Y	W	Y	E	A
N	B	A	C	S	T	R	D	M	I	D	T	O
O	I	I	R	R	I	O	A	T	O	A	H	N
I	B	E	B	C	B	W	L	O	U	T	G	O
T	V	C	V	L	F	E	B	T	L	E	I	I
C	X	E	D	N	I	R	H	S	A	A	R	T
U	N	I	P	G	L	O	S	S	A	R	Y	A
D	L	O	D	M	R	F	G	Y	E	S	P	C
O	S	R	E	N	O	H	E	R	N	O	O	I
R	B	I	C	Y	E	C	G	L	A	E	C	D
T	T	E	C	A	L	P	A	U	P	P	N	E
N	E	C	A	F	E	R	P	O	O	W	H	D
I	I	L	L	U	S	T	R	A	T	O	R	Y

Circle the letters to make the words below. You may go up, down, backward, forward, or diagonally as long as the letters spell a word that is part of a book.

appendix
author
bibliography
body
copyright
date
dedication
foreword
verso
glossary
illustrator
index
introduction
page
place
preface
title

ILLUSTRATION CRITIQUE

Title of book ______________________________

Author ____________________ Illustrator ____________________

Publisher ____________________ Copyright date ____________

Complete the following questions for the above book.

1. Underline the type of illustrations you found. If you found more than one type, underline those used:

   Photographs in color
   Photographs in black and white
   Line drawings
   Woodcuts
   Paintings
   Watercolors
   Collages

2. Did the illustrator work in: (underline your answer)

   Realistic style
   Simplified style
   Imaginative style
   Cartoon style

3. Did the illustrator use authentic details? ___yes ___no

   If you checked yes, list some ______________________________

   ____

   If you check no, can you give a reason? ______________________________

   ____

4. Underline what you think the illustrations are:

   Interesting
   Amusing
   Different

   Use your own words ______________________________

   ____

5. Do you think the medium and technique are well suited to the subject?

   ___yes ___no Explain why ______________________________

   ____

6. Which of the book's illustrations is your favorite one? List the page number or describe it so someone else can find it. ____________

   ____

COMPARING ILLUSTRATIONS

Read each edition and compare the likes and differences of the illustrations.

A. Child's Garden of Verses as illustrated by:
   1. Gyo Fujikawa. Grosset
   2. Tasha Tudor. Walck
   3. Brian Wildsmith. Watts

B. Cinderella as illustrated by:
   1. Marcia Brown. Scribner
   2. J.L. Huens. Grosset and Dunlap
   3. Shirley Hughes. Walck
   4. Ruth Ives. Grosset and Dunlap
   5. Errol Le Cain. Bradbury

C. Story of the Three Pigs as illustrated by:
   1. Leslie Brooke. Warne
   2. William Pene DuBois. Viking
   3. Disney Studios. Walt Disney Productions
   4. William Stobbs. McGraw-Hill
   5. Paul Galdone. Seabury
   6. Irma Wilde. Follett

D. The Man, the Boy, and the Donkey or The Miller, His Son and their Donkey as illustrated by:
   1. Roger Duvoisin. McGraw-Hill
   2. Katherine Evans. Albert Whitman
   3. Brian Wildsmith. Watts

E. Mother Goose as illustrated by:
   1. Nicola Bayley. Knopf
   2. Raymond Briggs. Coward McCann
   3. Gyo Fujikawa. Grosset
   4. Kate Greenaway. World
   5. Tasha Tudor. Walck
   6. Brian Wildsmith. Watts

F. The Three Bears as illustrated by:
   1. Leslie Brooke. Warne
   2. Irma Wilde. Follett

G. The Snow Queen (by Hans Christian Andersen) as illustrated by:
   1. Marcia Brown. Scribner
   2. June Atkin Corwin. Atheneum
   3. Sheila Greenwald. New American Library

H. Winnie the Pooh as illustrated by:
   1. Disney Studios. Walt Disney Productions
   2. E.H. Shepard. Dutton

I. Thumbelina as illustrated by:
   1. Susan Jeffers. Dial
   2. Sandro Nardini and Ugo Fontana. Macmillan

CHECK YOUR LIBRARY CONNECTIONS

Materials:

1. Words on laminated cards

Activities:

1. Draw a card and define orally each word related to library.
2. Arrange the words alphabetically.
3. Group cards according to relationship (newspaper, magazine, periodical, current issue)

Contents:

abridged
almanac
alphabetical order
atlas
author
autobiography
bibliography
body of book
book card
book jacket
book pocket
call number
card catalog
carousel
carrel
cassette
category
chapter
character
chart
chronological order
circulation desk
collective biography
copyright date
cross reference
current issue
cutter number
date due
dedication
dictionary
editor
elevation
encyclopedia
fantasy
fiction
filmstrip
folk tales
folklore
foreword
format
globe
glossary
graph
illustrator
index
individual biography
key
legend
magazine
main entry
map
microfiche
multi-volume
newspaper
non-fiction
novel
nursery rhyme
nursery tale
opaque projector
outline
overhead projector
pamphlet
periodical
plot
poetry
preface
publisher
Reader's Guide
reference
resources
science fiction
SEE, SEE ALSO
setting
shelf arrangement
shelf label
short stories
16 mm projector
slides
source
spine
style
subdivision
sub-topic
table of contents
theme
title
title page
tracings
transparency
unabridged
vertical file
video tape cassette
Visualmaker
yearbook

USING RESOURCES

DICTIONARIES

The dictionary is one book a person never finishes or outgrows. The habit of using the dictionary does much to increase success in all school work. The dictionary has more information on words than any other reference book. Pressed into this one book are almost all the words in all the books ever written. For this reason the dictionary has been called "the universe in alphabetical order." An unabridged dictionary also contains charts, illustrations, usage notes, etymology, biography.

Activities:

1. Make class or individual picture dictionaries using pictures cut from magazines or original pictures.

2. Write before or after:

   Does m come before or after l?
   Does t come before or after u?
   Does k come before or after r?
   Does s come before or after r?

3. Write in the blanks the letters as they come in the alphabet.

   ___ ___ t   ___ ___ g   ___ m ___
   w ___ ___   ___ d ___   ___ v ___
   g h ___   a ___ c   q ___ ___
   i ___ k   n ___ p   ___ ___ l

4. Three students place a dictionary between their hands, letting it rest on its back on the desk. Name a letter, such as s or d. Judging by its position in the alphabet, try to open the book to the letter. If they find the letter without having to leaf through the pages, allow a score of 10. If they come within two letters, score 8, and so on. Allow only a few seconds to find the letter, shorten the time as they become more proficient.

5. Locate the two words at the top of a page. These words are called guide words. The guide word at the left is the same as the first word on the page and the guide word at the right is the same as the last word listed. Locate guide words that begin with c, g, l, p, e.

6. Which of these words would appear on the page with damp and dead as guide words?

   dinosaurs   darkness   dashed   discovery   divide
   dying   dad   den   daylight   discovered

7. Look up these words listed on this worksheet and write the page number and the two guide words at the top. Exchange papers; check answers.

attach ____________________

baton ____________________

continue ____________________

document ____________________

fatal ____________________

frequent ____________________

gloss ____________________

honey ____________________

intensive ____________________

military ____________________

ponder ____________________

reason ____________________

sandwich ____________________

spaniel ____________________

squint ____________________

swim ____________________

tentacle ____________________

terminate ____________________

tradition ____________________

typhoon ____________________

umbrella ____________________

varnish ____________________

variety ____________________

verse ____________________

wasp ____________________

watchdog ____________________

white ____________________

yard ____________________

year ____________________

zinnia ____________________

8. Divide the class into three or four teams. Ask these questions. Give one point for each correct answer.

A. How many letters are in the alphabet?
B. What is the first letter?
C. What are the 13th and 14th letters?
D. What comes after o?
E. How many consonants are there?
F. Name the vowels in order.
G. Name the consonants in order.
H. Which vowel follows i?
I. What is a word in which two vowels come together?
J. What is the letter combination called when two vowels come together and are pronounced as one?
K. Find words which have double vowels in them (one word for each vowel).

USING RESOURCES

DICTIONARIES (Meaning of Words)

One of the more important things a dictionary can do is to tell the meaning of a word. Words are symbols for ideas and things. Conventionalized symbols make communication possible. The basis for effective communication depends upon an appropriate symbol used with other people who interpret it the same way. Words are only symbols and there is nothing which irrevocably connects a word to a thing. The symbolic nature of words creates a need for interpretation. Foreign languages are examples of symbols being changed without the ideas being changed. Say "good-bye" in several languages; the idea is the same, but the symbol is different. Lexicographers have to determine all the meanings of a word in past and present times and then write clear explanations of these.

Activities:

1. Discuss what is meant by "meaning." Define ambiguous terms such as equal, important, beauty.

2. Have several children define the same word. Compare definitions.

3. Look the same word up in several different dictionaries and compare definitions.

4. Pretend to be lexicographers and prepare definitions and illustrations for these words. At first work without using the dictionary. Check later to see how the dictionary defines these words. A person may know a meaning and yet find it difficult to put it into words.

   principal
   stock
   range
   law
   pool
   pass
   order
   face
   move
   hand
   fair
   bank
   draw
   lap
   major
   smart
   out
   stand
   score
   power
   bear
   drive
   land
   season
   sign
   roll
   top
   fall
   pound
   mind
   mark
   mission
   school
   place
   draft

5. Bring to class a sentence containing a difficult word. Place a dictionary on each desk and divide the group into two teams. A pupil reads his sentence and states the word he wants defined. The opposing team is given approximately half a minute to look up the word.

6. Which definition best suits the underlined word in the following sentences?

   __________ The mosquito bite hurts.
   __________ The pepper will bite my mouth.
   __________ She should bite the cookie.
   __________ I need a bite of food.

   (1) To seize and pierce with the teeth. (2) To smart, to sting.
   (3) A sting. (4) Amount taken by the teeth or mouth.

7. SYNONYMS are words which have the same or almost the same meaning.

Look up the definition for the word nice, then look up definitions for one of its synonyms like this:

nice - pleasant, agreeable
pleasant - friendly, fair
agreeable - willing

In this way a list of synonyms for nice can be compiled (pleasant, agreeable, friendly, fair, willing).

8. Expression can be more specific and interesting if some over-worked words such as say, move, beautiful, little, big are replaced with synonyms. Make a class thesaurus on cards to record synonyms for such over-worked words and use them where appropriate in writing.

Say	Move	Big	Beautiful	Little
wheedle	walk	huge	lovely	small
exclaim	run	large	fair	tiny
remark	skip	mammoth	attractive	wee
stutter	hop	colossal	comely	petite
explain	race	prodigious	fine	puny
recall	bound	bulky	exquisite	stunted
utter	speed	giant	pretty	minute
tell	slide	great	graceful	miniature
speak	crawl	gigantic	charming	short
state	slink	tremendous	pleasing	paltry
express	stir	monstrous	elegant	diminutive
insist	lunge	enormous	fascinating	trivial
suggest	strut	vast	enchanting	insignificant
mumble	march	titanic	alluring	microscopic
whine	mince	overwhelming	handsome	unimportant
whisper	pace	important	ornamental	
maintain	shuffle	significant	decorative	
recollect	slither			

9. Words with opposite meanings are called ANTONYMS, as sweet - sour, cold - hot, empty - full, quick - slow. Illustrate 10 pairs of antonyms by placing the word, a drawing or magazine picture, and a sentence indicating clearly the meaning on opposite sides of a 3" X 5" card.

10. Some words have different meanings but are pronounced alike. These are known as HOMONYMS. Define these homonyms: meat - meet, beat - beet, fair - fare.

11. Make a set of 10 cards showing homonyms. On one side write the word, use it in a sentence which indicates clearly its meaning, and draw or paste an illustration there. On the other side, do the same with the homonym of that word.

12. PREFIXES and SUFFIXES are defined and listed as separate entries in the dictionary. The hyphen that appears with the entry shows that the small group of letters is a part of a word.

A. A prefix is a group of letters that can be attached to the beginning of a word to change its meaning. Notice how the prefix re- changes the meaning of these words: view - review, work - rework. Look up these prefixes in the dictionary: re-, un-, dis-, mis-, en-, im-.

B. Study these prefixes and how they affect the meaning of words:

dis im mis ex re em semi
un en be il in super trans
inter sub co ir non

C. A suffix is a group of letters that can be attached at the end of a word to change its meaning. Look up these suffixes: -ful, -ly, -er, -ing, -ness, -ion. Get a partner to practice with you.

D. With a friend, study these suffixes and note how they affect the meaning of words:

ment al ation hood er ial ster age
pass an ess ism th ion ee ing
able fy ist ful ship ical ive ness
ically ize ative ty ry ic ious ian
change y to i and add es

13. Make posters, slides, transparencies or notebook depicting word meanings by adding suffixes and/or prefixes to root words.

14. Words have meaning according to how they are used in a sentence.

The arm chair was covered in damask. (adjective)
Israel will arm herself to prevent invasion. (verb)
Even in his secret hideout, the arm of the law found the criminal. (noun)
My arm ached for hours after chinning 100 times. (noun)

15. Think of other words which we use in different senses but spell the same.

16. Write a paragraph about one of these situations and use ten words to which suffixes are added.

Lady dropping her bag of groceries
Child digging in toy box
Your mother searching for something in her purse

17. Stress helps give meaning to words. Read aloud these sentences. Identify the different meanings of the same spelling of the underlined words.

Mr. Smith helped Judy with her art project.
I will project the movie on the wall instead of using a screen.

I bought a new record today.
Will you record the test scores?

The factory will produce cars.
We stopped at the produce stand for tomatoes.

The hand of the clock dropped off.
We gave the singer a big hand.

The secretary took the call.
Two neighbors dropped by to call.

The model wore a plain silk dress.
The film helped to make the meaning plain.

My favorite school subject is language arts.
Three rowdy boys would subject the new pupil to continued teasing.

The suspect was freed on bond.
We suspect that Mary will enjoy camp more this year.

18. Choose seven words and compare the treatment given them in a glossary and a dictionary.

19. Use a THESAURUS as a dictionary of synonyms and antonyms and compile a list of synonyms and antonyms for fifteen words which you choose. Be sure they are currently in use.

20. Pretend that you are a detective in the home of a suspected robber. A note has been found, but is in code. Put the "Clue Cards" in alphabetical order to find the robber's hiding place.

from real gate directly secret garden beside
bush holds east treasure basket feet a
eight

21. Select a letter of the alphabet and write down as many people's names as you can that start with that letter. Put them in alphabetical order.

DICTIONARY VS ME

Guess the definitions you think are right. Look up the underlined word to see what the dictionary says. How many did you guess right?

________ 1. ... with a crony.

a. play a game b. eat it with catsup c. wear it

________ 2. ... if you had some coke.

a. burn it b. drink it c. put it in a balloon

________ 3. ... if you found pincers.

a. make ice cream b. put it in a tool box c. tell a policeman fast!

________ 4. ... if you felt petulant.

a. be mean b. laugh and sing c. stay in bed and take aspirin

________ 5. ... with a dromedary.

a. eat it for a snack b. ride it on the desert
c. put it in the swimming pool

DIRECTIONS: The underlined word in each sentence below has more than one meaning listed in the dictionary. Decide which entry is used in the sentence. Write that entry on the line after the sentence. The first one is done for you.

EXAMPLE: The boom was lowered into the well. boom 2

1. The hunter held his bow steady as he aimed at the deer. ________

2. The big ship pulled close to the dock so the passengers could get aboard. ________

3. Sally left her sweater on the bus. ________

4. Bobby had to chop wood for the fire before dinner. ________

DIRECTIONS: Use your dictionary and answer these questions.

1. Is an aviary a club for aviators? ____________________
2. Could you spear a fish with a gig? ____________________
3. Can you take a picture of an air castle? ____________________
4. Can a yellow jacket fly? ____________________
5. Could you ride in a smack? ____________________

DICTIONARY GAME

Materials:

Have 2" X 8 1/2" slips available with the words listed from answer sheet. One word on each, no more than 4 copies of each word. Each student will get one word slip. Choose word unfamiliar to class.

Answer Sheet: Score

	1	2	3	4	5
______mauve	0	0	0	0	0
______leek	1	2	3	4	5
	0	0	0	0	0

Activities:

1. Each student write a definition for the word he has. They can make the word any part of speech they wish. Keep the definition a secret.

2. Ask students to sign their name to definition, fold one time.

3. Teacher asks all people with a certain word to come to the front. She collects all their definitions, mixes them up with her correct definitions for the word and numbers them from one to five.

4. Definitions are handed back to students with teachers keeping one.

5. Students read definition #1 first, #2 second, etc. The second time around students vote for one they think is correct by "X" the # circle they choose next to the word.

6. Teacher asks how many vote for #1, students who voted, count hands and write # on definition #1. Proceed through all definitions the same.

   Definition writers get 1 point for everyone who voted for their definition (# is written on slip so it is not forgotten). They return to seat and mark score for that word. Students with correct definitions indicate score on score line next to that word.

7. Scores are totaled and winner is the one with the highest score.

USING RESOURCES

DICTIONARIES (Pronunciation of Words):

In order to use a word, one must know how it sounds. Pronunciation differs in different sections and pronunciation symbols vary from dictionary to dictionary so the guide in the dictionary should be consulted. In most dictionaries the pronunciation guide is at the front.

A syllable is a part of a word. Say the word speech. You hear one push of breath or one syllable. Say thinking. You hear two parts, think' ing. It has two syllables. In a dictionary, words with more than one syllable have an accent mark on one syllable. To accent a syllable means to say it with more force than you say the other syllables. Syllables and accent marks help you pronounce words correctly.

Activities:

1. Write the names of several pupils on the board. Pronounce each one slowly to note if there is only one part as in meet, two parts as in jungle, or three parts as in Juau ni ta.

2. Work in pairs pronouncing words and listening for stressed syllables. Use the dictionary to be sure.

3. Note that a word having several syllables may be written with a strong emphasized syllable and a less emphasized one. Divide these words into syllables and accent, then check with the dictionary:

   atomizer
   compromise
   dehydration
   delegation
   demonstration
   democratic
   denominator
   dictionary
   discovery
   discrimination
   elementary
   elevator
   expedition
   hospitality
   illustration
   inconspicuous
   independent
   libarian
   literature
   manufacture
   matrimony
   organization
   preparation
   preposition
   preservation
   recommendation
   saddlebag
   scapegoat
   speculation
   stationary
   stipulation
   sweetheart
   undeniable

4. Locate 10 words containing double consonants. Notice how they are divided into syllables.

5. Divide these words (written on laminated cards) into syllables.

   affluent
   arrange
   cabbage
   carrel
   carriage
   classification
   collection
   collide
   current
   dagger
   dazzle
   different
   fallacy
   glossary
   happy
   horrible
   jolly
   luggage
   opportunity
   oppose
   person
   petty
   puddle
   pulley
   ridden
   shoppers
   shuffle
   shutter
   stagger
   succeed
   sudden
   suffix
   sunny
   trapper
   tunnel
   wriggle
   written
   worry

6. Locate 10 words which have different consonants following each other and notice how they are divided into syllables.

7. Divide these words (written on laminated cards) into syllables.

absent
acrid
after
atlas
calculate
chapter
compile
compose
corner
cornice
crystal
cudgel
custom
cymbal
dahlia
dandy
dangle
donkey
entry
fabric
format
horses
jangle
jargon
jasmine
jaunty
jingle
kingdom
number
often
pharmacy
problem
publish
pulpit
question
reluctant
reptile
sentry
signal
single
soccer
sources
spindle
stumble
tender
thermal
tingle
turtle
window
zigzag

8. Find 10 words in which a vowel is a separate syllable by itself. Write these words in syllables.

9. Find 5 words which contain two vowels in succession. Divide these words into syllables.

10. Find 10 one-syllable words with a long o.

11. Find 10 two-syllable words with the first syllable "open".

12. Find 10 two-syllable words with both syllables "closed".

13. Find 10 two-syllable words with one "open" and one "closed" syllable.

USING RESOURCES

DICTIONARIES (History of Words):

The study of the history of individual words is ETYMOLOGY and modern dictionaries record etymologies in different ways. The English language has native, borrowed and newly formed words. Check to see how each dictionary indicates this.

Activities:

1. Use See and Say: A Picture Book in Four Languages by Frasconi to see how some commonly used words are pronounced and spelled in another language.

2. Make a list of words which have come into English through French, Spanish, Italian. Besides the unabridged dictionary, consult books about words in the 400's like The Dictionary of Word and Phrase Origins by Morris, Dandelions Don't Bite: the Story of Words by Adelson.

3. Find out from what language each of the following words was borrowed: carnival, sputnik, telescope, zero, patio, tamale.

4. Look up the etymology of several words such as alphabet, ambulance, journey.

5. Investigate such books as Hog on Ice & Other Curious Expressions by Funk or Is That Mother in the Bottle by Davidson. Report on five unusual expressions which interest you most.

6. Make a list of six words which originally came from a foreign language answering these questions concerning each.

   A. From what language did it come?
   B. How many syllables are in it?
   C. Phonetic pronunciation
   D. Part of speech
   E. Plural (if noun)
   F. Form (if verb)
   G. Definition

7. Construct a timeline showing invasions that effected changes in the English language: Danes, Normans, Anglo-Saxons, Jutes and Romans.

8. Study these lists of Latin and Greek roots of English words and their meanings. Use dictionaries and find words that were derived from these roots.

LATIN ROOTS

ROOT	MEANING	ROOT	MEANING
aqua	water	omnis	all, entire
audio	to hear	pater	father
bene	well	pes, pedis	foot
capio	take, seize	pono, positum	to place
cor, cordis	heart	porto	carry
corpis, corporis	body	primus	first
credo	to believe	pugno	to fight
duco	lead, bring forth	scribo, scriptum	write
ego	I, myself	socius	friend
facio, factum	to do or act	solus	alone
fero	bear, carry	specio	see, observe
frater	brother	tendo	stretch
ignus	fire	teneo	hold, have
junctum	join	totus	entire
locus	place	utilus	useful
loquor, locutur	speak	verto, vertum	to turn
mitto	send	video, visiom	see
mors, mortis	death		

GREEK ROOTS

ROOT	MEANING	ROOT	MEANING
auto	beginning, chief	micro	small
bio	life	ortho	correct
chrono	time	patho	suffering
crato	rule, strength	phobo	fear
ge	earth	phone	sound
graph	to write	poly	much, many
hetero	other	pseudo	false
homo	alike	psyche	soul, mind
hydo	water	sopho	wise
logo	speech, science	tele	far off
metro	measure	theo	God

9. Get a partner and practice each other on the meaning of root words.

10. Compile an illustrated booklet showing words using Latin and/or Greek roots (a tree with roots and branches shown, a train with an engine and its cars, a flower and its center and petals, a rocket exploding and showing its center and sparks).

DICTIONARY REVIEW

Answer these questions, using a dictionary.

1. On what page will you find the abbreviations that are used in this book?

2. What do the following abbreviations mean? p.t. and p.p., pl. pr. p, n. superl.?

3. What does "obsolete" mean?

4. Give the key pronunciation words for the two vowels in "humid".

5. What is the plural of hippopotamus?

6. When did Thomas Jefferson die?

7. For what was Audubon noted?

8. What is the past tense of "classify"?

9. What is the second entry for "junk"?

10. In what country is Gilbraltar?

11. Give three words that rhyme with words ending in a i n t.

12. Two synonyms for "real" are ________ and _______.

13. From what country does the word "cinema" come?

14. Using the simplified pronunciation key, give the key words for pronouncing the first "u" and the "i" in "dubious".

15. Divide into syllables and place the accent on "original".

16. Which is the preferred spelling, theater or theatre?

17. Are the names of planets capitalized?

18. What does C.O.D. stand for? R.S.V.P? L.? Col.?

19. Does "cold blooded" require a hyphen?

20. Write a colloquial expression. Then tell how to say the same thing in a more formal paper.

QUICK, THE ANSWER!

Use an unabridged dictionary and find the answers to these questions about history and literature. Detailed information is not furnished. The word underlined is the key word for which to look.

1. ____________________ Who was the 16th President of the U.S.?
2. ____________________ When was the 20th amendment to the Constitution of the U.S. adopted?
3. ____________________ What are the dates of World War I. (See Table of Wars)
4. ____________________ When was the battle of the Alamo fought?
5. ____________________ Who were the forty-niners?
6. ____________________ Who wrote the Leather Stocking Tales?
7. ____________________ Who wrote The Star Spangled Banner?
8. ____________________ In what play was Oberon a character?
9. ____________________ What is the title of the book by Lewis Carroll in which the Mad Hatter appears?
10. ____________________ Who wrote Tom Sawyer?

WORD FUN

Demonstration of word fun is found in many stories such as Sandburg's Wedding Procession of the Rag Doll and the Broom Handle, but even more frequently in poetry. The nonsense of Edward Lear or the American street chants of children provide several good examples. It is a good practice to observe new words the children use and show that we have a slang dictionary from which words slowly move to the Merriam-Webster or other standard English dictionaries.

Whenever possible, the origin of interesting words ought to be brought out to show that we have words from all countries of the world and the language is still growing. Brief exercises to find the origin of a few foreign words directly brought into English can be quickly made from Dandelions Don't Bite by Adelson and What's Behind the Word by Longman. Wonders, Inc. by Kilian is an additional title which highlights interesting ideas about words as we use them in English.

THESAURUS WORKSHEET

1. What do you find on page 6 of the thesaurus In Other Words?

   Part 1 ____
   Part 2 ____
   Part 3 ____

2. Using In Other Words, find each of the following words and list the synonyms and related words you find:

   Dangerous ____________ Laugh ____________ Scary ____________

   Shout ____________ Trip ____________ Go ____________

3. Locate these four tired words and tell at least one word you could use for each one:

   Cute ____________ Nice ____________ Say ____________ Lovely ____________

Find the best word to use in place of the underlined word in the following sentences:

1. The horse ran ( ) at top speed in the race.
2. A hummingbird will fly ( ) from flower to flower.
3. Stars look bright ( ) on a cold clear night.
4. An ocean is a large ( ) body of water.
5. We put up scarecrows to scare ( ) away the crows.
6. Motels rent empty ( ) rooms to travelers at night.
7. The Red Cross helps ( ) people who are caught in a flood.
8. Cavemen lived in olden ( ) times.
9. The loud ( ) children shouted outside on the playground.
10. The magician did some interesting ( ) tricks with a coin.

USING RESOURCES

RESEARCH (Encyclopedias)

Concepts:

Encyclopedias are reference books. They are not meant to be read from cover to cover, instead people refer to them for some particular information. For research, an encyclopedia is not an end, although it does contain valuable information. Each book in a set is called a volume. The volumes are in alphabetical order and individual volumes contain all the subjects beginning with the letters on the spine of that volume.

Learn to decide:

1. When the encyclopedia can be useful (facts and summaries)
2. Which of several can best serve the purpose (index, organization, coverage, vocabulary, illustrations)
3. How to make efficient use of the encyclopedia (outlines, study questions, related readings, index)

Guide words in an encyclopedia have the same purpose as those in a dictionary.

Long articles are divided into separate sections for ease in locating information. At the beginning of each section is a main head. This is printed in darker type in the center of the column or in special type at the top of the page.

Through the section you find subheads. These help you find special information within a section. You can skim through subheads until you find the part of a subject you are looking for.

Cross references are guides to additional information. "See ______" which is found within the section containing no information but referring to a related article. "See also _____" is found at the end of the article and refers to additional information.

Yearbooks supplement sets of encyclopedias. These summarize events that have taken place throughout the world each year and bring the reader up-to-date on progress in many different fields of learning.

Major articles are the work of experts and are usually signed or initialed. A listing of a writer's occupational positions and academic degrees are evidence of his qualifications. The work of such experts is referred to as "authoritative sources."

Illustrations and their captions provide valuable information which is not usually repeated in the text.

Activities:

1. Examine in detail each set of encyclopedias available as to organization, arrangement, index, etc.

2. Find the volume that would contain information about birds in each set. Also look up animals, Library of Congress, plants. Do the facts agree?

3. Examine the index or study guide of several different encyclopedias.

4. Look up the same subject in the index or study guide of several different encyclopedias. Compare the information given.

5. Locate pictures in the index or study guide of different encyclopedias.

6. Locate maps in the index or study guide of different encyclopedias.

7. Under what heading would you have to look to find information about water dogs?

8. In what volume and on what page will you find a colored picture of a wasp? A saddle? A quiver? A well-known man?

9. Follow the SEE and SEE ALSO references of several subjects in different encyclopedias.

10. On facing pages of a volume with the guide words "Apple" and "Aquarium", which of these topics might you find?

    Aqualung
    Apple butter
    Aqueducts
    Appleseed, Johnny
    America
    Arabia
    April Fool's Day
    Alaska
    Ape
    Apricot

11. Study this list of questions and decide on the key words to use in looking up information in reference books.

    A. Name four animals that live in desert areas.
    B. Did all Indians of North America live in teepees?
    C. If you were a leader of a newly independent African nation what objectives would you consider of first importance?
    D. How have people from many nationality groups helped to make America great?
    E. What device does man use to study the ocean depths?

12. Study only the pictures of an article, then write a paragraph about the information learned this way.

13. Study only the chart shown with an article and then write a paragraph about the information gained this way.

14. You and a partner decide on a topic and each look it up in different encyclopedias, then compare information.

    Ask each other the following questions:
    - A. What is the title?
    - B. Is an author given? Is he an authority in his field?
    - C. What is the copyright date?
    - D. Are there illustrations?
    - E. Is the pronunciation given?
    - F. Is an additional reference suggested?
    - G. What information about the subject is listed in both?
    - H. What information is given in one but not the other?

15. Select a subject and locate information on it in two encyclopedias.
    - A. Did you use the index or study guide to locate the subject?
    - B. How many volumes of the set have information on your subject?
    - C. Show the references given in the index for your subject?

16. Look up your hobby or the name of your state in an encyclopedia and indicate here what you found.
    - A. What encyclopedia did you consult? ________________________
    - B. Is the article illustrated? ______________________________
    - C. How much material was there? One article? ___ Several articles? ___
    - D. Are further readings on the subject suggested?

17. Choose a subject and look it up in an encyclopedia.
    - A. Was the article on your subject a "signed article"? _______
    - B. Under what sub-topic of your subject did you find information about the subject you chose? ______________________________

    Locate the Morse Code in an encyclopedia. Write down the name of the encyclopedia, volume, guide words and page number. Use the code and prepare a message which a friend may interpret.

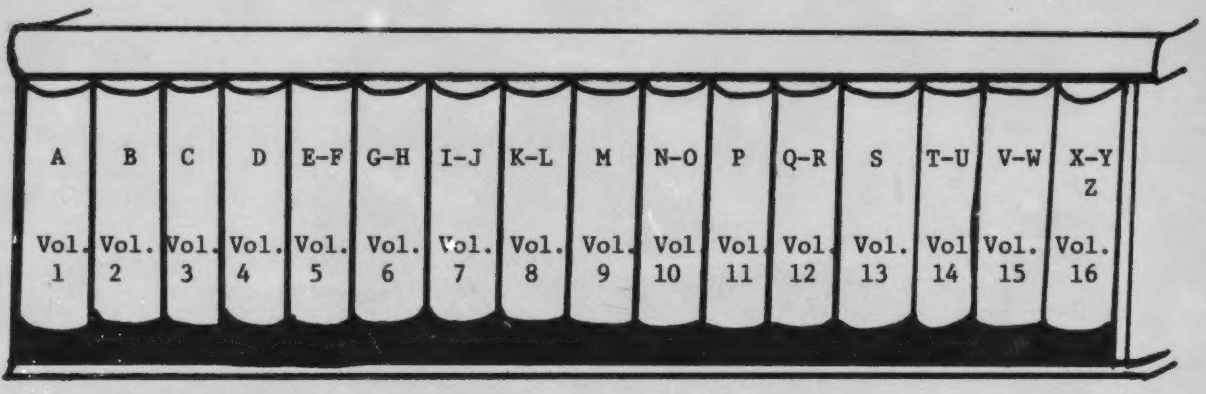
18. Locate in an encyclopedia one of the following and give the name of the encyclopedia and the page on which you found it.
    - A. A list of baseball World Series winners ____________________
    - B. A picture of a pygmy ______________________________________

19. Stage a "Statistics Quiz Show". Prepare questions by consulting encyclopedias, the answers to which are numbers, such as "How high is the largest of the pyramids of Egypt? How long did it take to build the Taj Mahal? How many bones are there in the human foot?" Compare the answers given by the class with the facts found in the encyclopedia.

20. List three encyclopedias which cover special subjects.

21. Find biographical references for three illustrators and write a paragraph about each.

ENCYCLOPEDIA ENTERPRISES


A Vol. 1
B Vol. 2
C Vol. 3
D Vol. 4
E-F Vol. 5
G-H Vol. 6
I-J Vol. 7
K-L Vol. 8
M Vol. 9
N-O Vol 10
P Vol 11
Q-R Vol. 12
S Vol. 13
T-U Vol 14
V-W Vol. 15
X-Y Z Vol. 16

Directions: Write the number of the volume in which you would look for the topics given below.

1. William Penn ____________________
2. Astronauts ____________________
3. Monkeys ____________________
4. Television ____________________
5. John F. Kennedy ____________________
6. Cattle Raising ____________________
7. Germany ____________________
8. Indiana ____________________
9. Clara Barton ____________________
10. Fish ____________________
11. Quartz ____________________
12. Nutrition ____________________

ALPHABETICAL ORDER IN ENCYCLOPEDIAS

Directions: Put each group of words and phrases in alphabetical order. (Number 1 on the line for the one that comes first, 2 for the one that comes next, and so on until the words are in the order they would be found in the encyclopedia).

1. ______ salami
______ bologna
______ ham
______ turkey
______ liver

2. ______ banana
______ button
______ baseball
______ balloon
______ brown

3. ______ rescue
______ republican
______ revolution
______ research

4. ______ Red Sox
______ Red Sea
______ Redmond, Ed.
______ Redcoat

Directions: Circle the word that comes first alphabetically in these pairs.

1. Trouble or Terror
2. Dead Sea or Deadline
3. Redwood or Red Sea
4. DeSoto, Hernando or Des Moines
5. Dinosaur or Dinosaur Canyon
6. Dog Sled or Dog Snow
7. Dolphin or Dolomite
8. Pioneer or Pioneer Life
9. Wind or Windmills
10. Chime or Cinema
11. Theater or Thermals
12. Mammals or Manual
13. Washington, George or Washington, Martha
14. Chrysalis or Chrysantheum

REFERENCE RACE

Write down the year, the encyclopedia, the volume and the page on which the answer to these questions may be found in a multi-volume encyclopedia. Example: 1979, World Book, B, pg. 179; 1980, Compton's, F, pg. 289

1. Who was Amerigo Vespucci?
2. The outer layer of skin is called the _________________________________.
3. When a doctor tells you that he will have to remove your appendix, on what part of your body will he operate?
4. Which one of the Great Lakes lies entirely within the United States border?
5. All insects have how many legs?
6. The first airplane was flown in 1903 by _______________________________.
7. On what continent is the country Tunisia?
8. What was invented by Cyrus McCormick in 1834?
9. What important product is associated with Brazil?
10. What enables a camel to travel across deserts for days without water?
11. Name one marsupial.
12. Name the Union commander at the Battle of Gettysburg during the Civil War.
13. Into what lake does the Niagara Falls flow?
14. From whose private collection did the Library of Congress begin?
15. What famous mountain peak lies in the interior of Alaska?

ENCYCLOPEDIA SEARCH

1. To find material about the state of Tennessee, the _______ volume of the encyclopedia would be used.

2. Using this volume find the following Tennessee information:

   The capital ____________________

   The area ____________________

   Two rivers ____________________

   Three natural resources ____________________

   Date Tennessee became a state ____________________

   Two related articles ____________________

3. Find the following information about Oregon:

   The capital ____________________

   The area ____________________

   Population ____________________

   Largest river ____________________

   Climate ____________________

   Three natural resources ____________________

4. Note the following about the encyclopedia you are using:

   Title ____________________

   Publisher ____________________

   Copyright date ____________________

   First article ____________________

   Last article ____________________

5. In what volume would you look for information about Harry Truman?

   ____

CROSS REFERENCES

To help students become used to the principle of cross referencing, use a list of subjects which might be found under another topic. Use list on left of page or invent your own. Make this a group activity, using chalkboard or overhead to write list and record student responses.

List		Possible Responses
Lumbering	SEE	Forest Products
	or	Wood Industry
	SEE ALSO	Logging
Tides	SEE	Gravity
	or	Ocean
	SEE ALSO	Water
		Oceanography
Canary	SEE	Animals
	or	Birds
	SEE ALSO	Pets
Fertilizer	SEE	Farming
	or	Chemicals
	SEE ALSO	Soil or Earth
Tigers	SEE	African Animals
	or	Animals
	SEE ALSO	Wildlife
Pollution	SEE	Ecology
	or	Air Pollution
	SEE ALSO	Water Pollution
		Land Pollution
Breathing	SEE	Respiratory System
	or	Human Body
	SEE ALSO	Health
		Lungs

PLANT SAFARI

We need "bridges" to help us get over the reference trail. Two words serve as "bridges" — SEE and SEE ALSO.

SEE tells us to "go to a certain article" for information.

SEE ALSO tells us to "go to another article" for more information.

EXAMPLE:

Strawflower — SEE — Bachelor Buttons
Lemons — SEE ALSO — Citrus

1. Do you find any information on the subject when you find a "SEE" reference?

   ____

2. What does "SEE" mean when used in a cross reference?

   ____

3. What does "SEE ALSO" mean when used in cross reference?

   ____

4. In what volume would you find the article referred to in these cross references? Tell the encyclopedia you used.

   A. BITTERWEED SEE ______________________
   B. DELINQUENCY, JUVENILE SEE ______________
   C. TADPOLE SEE ______________________
   D. NORDIC SEE ______________________
   E. BLOSSOM SEE ______________________
   F. ORANGE HAWKWEED SEE ________________
   G. RUSSIAN THISTLE SEE ________________
   H. MOCCASIN FLOWER SEE ________________
   I. HICKORY PINE SEE __________________

5. In what volume did you find the first information referred to in these cross references?

   A. ACORN SEE ALSO ______________________
   B. PUMPKIN SEE ALSO ____________________
   C. LIMA BEAN SEE ALSO __________________
   D. CARDINALS SEE ALSO __________________
   E. MELODY SEE ALSO _____________________

USING THE ENCYCLOPEDIA INDEX

Encyclopedia Americana

Dragon (astron.): see Draco
Dragon (keelboat) 29-635
Dragon (lizard) 2-719
DRAGON (Myth.) 9-325
  Chinese art 2-480
  Flag 11-349, 350
Dragon High Temperature Reactor Project, Winfrith Heath, Eng. 9-300; 20-511u
Dragon ships 28-364
Dragon trees (bot.) 9-324

Using this section from the index of Encyclopedia Americana, answer the following questions.

1. There are seven entries for dragon shown from the index of this encyclopedia. How many of the seven different dragon entries are about the mythological dragon? ____________________

2. How can you tell that it is about the mythological dragon?

   ____

3. What are the numbers of the volumes that have information about the mythological dragon? ____________________

4. How many pages in this encyclopedia have information about mythological dragons? ____________________

5. How many different objects does the reference use as related to dragons? ________ Name them ____________________

6. List the other areas of knowledge which refer to dragons of some type. ____________________

7. What country do you deduct from this index has a great number of artist's conceptions of dragons? ____________________

ENCYCLOPEDIA SUBHEADINGS

GROUP ONE Look up the article on Sir Francis Drake and locate three subheadings for this article.

________________________ ________________________

____

Tell which subheading answered the question, then write the answer.

1. Who was Sir Francis Drake and what was his occupation?

   Subheading: ________________________
   Answer: ___________________________

2. What was the name of his ship on his longest voyage?

   Subheading: ________________________
   Answer: ___________________________

3. Name Drake's most famous accomplishment.

   Subheading: ________________________
   Answer: ___________________________

GROUP TWO Look up the article on Lewis and Clark Expedition and locate four subheadings.

________________________ ________________________
________________________ ________________________

GROUP THREE Decide which subheading answers these questions.

1. How long did it take Lewis and Clark to travel up the Missouri to Mandan Indian Country?

   Subheading: ________________________
   Answer: ___________________________

2. When did Thomas Jefferson tell Congress he wished to explore West of the Mississippi?

   Subheading: ________________________
   Answer: ___________________________

3. What were the full names of the two men chosen to lead the expedition?

   Subheading: ________________________
   Answer: ___________________________

GROUP FOUR Look up the article on Ferdinand Magellan and locate six subheadings.

Which subheading would you look under to find the answer?

1. What was the Chief's name who killed Magellan?

   Subheading:
   Answer:

2. What island did Magellan plan to find a better route to?

   Subheading:
   Answer:

3. What was the name of the passage from Atlantic to Pacific Ocean that Magellan found?

   Subheading:
   Answer:

GROUP FIVE Look up the article on Vasco Nunez de Balboa and locate four subheadings.

Decide which subheading tells the answer, and answer it.

1. After discovering the Pacific Ocean, where did Balboa explore?

   Subheading:
   Answer:

2. What year did Balboa die?

   Subheading:
   Answer:

3. What country was Balboa born in?

   Subheading:
   Answer:

INDEXES

RESEARCH (Short Story Index)

A short story published in a collection can be readily located by use of the Short Story Index with knowledge of its author, title, or the subject it is about. It is in dictionary form with the author, title, and subject entries in one alphabet. The collection in which a short story can be found is listed in the main (author) entry only.

Supplements include anthologies published only during certain years. The search should be carried through each supplement. A story written in 1922 may in 1967, be included in a new collection of short stories.

RESEARCH (Poetry Indexes)

The Index to Children's Poetry and Index to Poetry for Young Children and Young People provide a comprehensive coverage of poetry which is of interest to students from kindergarten through senior high school. Granger's Index to Poetry is a much more comprehensive index in regard to the number of anthologies indexed and the world-wide coverage of poets and poetry.

Examine the indexes to become acquainted with the arrangement, the key to symbols, and the uses for each book.

When the subject of a poem is the same as its title, the poem title is omitted from the subject index.

Activities:

1. Look up a poem you like in one of the sources mentioned above and then let your friend try while you look up his poem.
2. Make a list of five short stories you have read, locate them in an index and write down the author, title and page where it is listed.
3. Locate three poem titles about weather, plants, war or pets and then find them in the proper collection.
4. Make a personal notebook of at least five poems about a favorite subject of yours. Use a poetry index to locate them. Choose poems you do not already know.
5. Locate and read three short stories about the same subject. Compare them orally before a small group.

FINDING OUT

Using various kinds of reference books, find the answer to these questions. List the source and the answer.

1. When was Emily Dickinson born?
2. Using the table of contents, find the Solar System Chart and write down the diameter of the sun.
3. Use the index to tell which page the article on football begins.
4. Find one quotation by Carl Sandburg.
5. Using the table of contents, what color is the United States on the Political World Map?
6. Is a "mire" a village or a swamp?
7. What is one thing that Julia Ward Howe is famous for?
8. Is Mount Angel a mountain or a city?
9. What is a dulcimer?
10. What is the population of Georgia?

Possible sources:

1. Webster's Biographical Dictionary
2. Rand McNally World Atlas
3. Encyclopedia of Sports
4. The Golden Book of Quotations
5. Goode's World Atlas
6. Webster's Seventh New Collegiate Dictionary
7. Concise Dictionary of American Biography
8. Webster's Geographical Dictionary
9. Music Dictionary
10. World Almanac

AUTHOR RESEARCH

Here is a brief list of favorite authors of high school students. Using Contemporary Authors, Twentieth Century Authors and Who's Who in America, answer these questions about one of the authors listed below.

AUTHOR ____

1. What kind of formal education did the author have?
2. What kind of jobs has the author had?
3. This person is well known for what works of fiction? (Give three titles)
4. What year was the author born?
5. Describe one unusual or interesting fact about this person.
6. If you wanted to write this person (provided, of course, the author is still alive) what is the mailing address?
7. How many books has this person written? (As of the date your biography reference source was printed)

Ben Bova
Hila Colman
Robert Cormier
Hannah Green
Robert Heinlein
James Herriott
M.E. Kerr
Stephen King
Norma Klein
Louis L'Amour

YES I CAN

Materials:

1. Questions on 3" x 5" laminated cards.

Activities:

1. Each student draws a question card, researches the question, writes down the answer and the reference source used, and reports to class within five minutes.
2. Individual student may research questions overnight.
3. Use the question cards as an oral "Quiz Show" after students have worked with them on several occasions.

Contents:

What is digitalis?
What is hottentot?
What is an index?
What is geography?
Who is John Bull?
What is an iguana?
Who is Uncle Sam?
What is a meter?
Could you buy a roc?
Do eels have scales?
What are the Florida Keys?
What is Walla Walla?
What is a feline?
What is ambergris used for?
What does agouti mean?
What is a neurotic?
How would you use a wombat?
What does abracadabra mean?
Where does indigo come from?
Name Paul Bunyan's helper.
What is a bi-monthly magazine?
How can dandelions be used?
What is another name for buffalo?
What is odd about a Venus flytrap?
What is a barbershop quartet?
Where is the koala's native home?
If you are ambidextrous, what can you do?
If you wear bifocals, what does that mean?
What is an ardvaark?
What is a marimba?
What is blubber?
What is a starling?
What is a malady?
What is graffiti?
What is an amoeba?
What is a booby?
What are quoits?
Where do you find a hen?
What is a gnu?
What does acrimonious mean?
What is a dromedary?
When is leap year?
How much does a gram weigh?
What do gazelles eat?
What is a baobob?
Who wrote Charlotte's Web?
What is saccarin made from?
Where does ambergris come from?
Was there ever a dodo bird?
What is the capital of Alaska?
How might your mother use pectin?
What is the fastest animal on foot?
Name the states that border Texas.
How many legs do arachnids have?
What is the value of dandelions?
What is the elevation of your town?

In which state is Mt. Rushmore?
What is a female swine called?
What kind of cat produces catkins?
What is bauxite? What is it used for?
Why couldn't a friend eat a fried fife?
What is the scientific name for dog?
What is an IOU? Is it legal? Is it binding?
What is a hermit thrush? Why are they noteworthy?
What is Hara Kari? Why would one commit Hara Kari?
What can an amphibious animal do?
What is unusual about Achilles' heel?
The Newbery Award is given for what?
The Caldecott Award is given for what?
What is Charles Schulz best known for?
What is the state tree? State flower? State bird? of __________ state?
From what part of nutmeg does mace come?
If you caught an anaconda, what would you have?
Name two non-fiction Newbery books and authors.
What is the usual method of killing werewolves?
Who are the presidents carved in Mt. Rushmore?
How large is the largest emerald ever discovered?
What is the setting of Uncle Tom's Cabin?
Name five Newbery Medal books and their authors.
What is an ornithologist and what does he do?
What is polygamy? Is it legal in America?
Why do young people use so much chickle?
In what state is the Great Salt Lake?
What kind of vine do goobers come from?
What kind of wood is a xylophone made from?
What is the largest mountain range in the world?
What is the largest mountain in the United States?
How many years are in a decade? In a century?
What is the inscription on the Statue of Liberty?
What is chickle? How is it used and where does it come from?
Which country is the world's largest? Which country has the largest population?
What is the largest mountain range in the Eastern United States?
What is the best known creation of Arthur Conan Doyle?
How many candles did Methusalah need for his last birthday cake?
Why wouldn't "Decibel" be a good and pretty name for a girl?
If you are attending an Indian pow-wow, what will you be doing?
What would happen if your pituitary gland didn't work?
What is hepatitis? What color would your eyes be if you had hepatitis?
Name three large bodies of water bordering the United States.
What direction would you go to get to Mexico from Tyler, Texas?
What is the copyright date of the library's latest unabridged dictionary?

RESEARCH (Vertical File)

The Vertical File or Information File is one of the most valuable sources of information to be found in any library. It is a file of ephemeral materials and it is considered a vital part of the reference collection. The file stores current information about which no book material is presently available.

This source is a good one to consult early in the research process because the information is relatively current.

Pamphlets, pictures, and clippings account for the majority of the entries made in the Vertical File. All entries should be identified by subject, source, and date. The subject should be noted in all capital letters or in red lettering. The source, date and page number should be noted on each item.

Sears List of Subject Headings is an excellent source of suggested and preferred subjects. An index, listing alphabetically all entries and subjects covered in the collection, should be available to all users of the library. Often it is placed at the first of each drawer. Usually a card in the card catalog will list the subject heading in bold face type or all capital letters in red and say "See Vertical File for additional information of this subject."

Teachers as well as students should be instructed in the value of the Vertical File. Information included in the file should be available for users in the library as well as for overnight use.

The Vertical File should be kept up-to-date; material that is deemed out-of-date should be discarded regularly.

USING RESOURCES

PERIODICALS (Magazines)

Concepts:

Magazines provide a major source of reading materials and supply their readers with a great variety of articles of current interest. They are called periodicals because they are published at regular intervals. Magazines appeal to large numbers of people because

1. Articles are short, of current interest, and readable.
2. Subject matter is sufficiently varied to satisfy many interests and tastes.
3. Format is attractive and convenient to handle.
4. Issues are easily accessible for purchase and/or browsing.
5. Price is low enough not to deter purchase.

Activities:

1. Look up the word "period" in the dictionary.

2. Locate such publication information as: customer service, editorial staff, publication interval, address of the publishing firm, and the subscription price.

3. Examine two magazines. Become thoroughly acquainted with the special features and share the information found.

4. Apply information learned about the parts of a book to a magazine.

    A. Find the table of contents in your magazine.
    B. Are you able to find an index in your magazine?

5. Discuss the different kinds of magazines.

    A. Some magazines have stories, poems, and articles of a general nature. Suggest magazines that would fit into this category.
    B. Other magazines pertain to some special subject as science, radio, cooking, homemaking, gardening, and mechanics. Suggest magazines that would fit into each category.

6. Examine one copy of ten different magazines and note any duplication of advertisements.

7. Examine one copy of each magazine received in this library then categorize them into similar types (news, people, travel, food, etc.).

8. Summarize an article from a current magazine for the class.

9. Select a magazine and find out the following:

    A. Title, publisher, place of publication
    B. Frequency of issues, volume number, name of editor
    C. Price of single issue, annual subscription in U.S., Canada
    D. Special departments
    E. Illustrations (type and extent)
    F. Advertising (type and extent)
    G. Special features

10. Make a poster advertising a periodical, or an article in a current issue of a magazine.

11. List magazines that would contain:

    A. An article on conservation
    B. Something about Boy Scouts
    C. A good mystery story
    D. Seasonal poetry
    E. The latest news about the president
    F. An article on undersea exploration

12. Use the table of contents in various periodicals to locate pertinent information on a subject assigned you in social studies or science.

13. Give sales talk recommending an article in a current issue of a magazine.

14. Write a paragraph on "Why I find _____ Magazine helpful" and read to the class.

15. Develop the habit of using articles in current publications when making reports. List title, page number, and author of article as well as date and name of magazine.

16. Include magazine articles in classroom discussions.

17. Take a current news topic and follow its development for a month in a news magazine by using the index of the magazine.

18. Select a topic. Locate articles in 4 or 5 magazines on that subject and compare how each handles the information. Are the same facts reported?

19. Using 4-6 different magazines, locate articles on a topic. Take notes. Summarize the articles into one report.

20. Arrange magazine articles and media in correct bibliographic order and form. Use a subject of your own choosing.

21. Analyze a news story as reported in two different magazines to find examples of bias or misleading use of facts.

22. Use Reader's Guide to identify 3 magazines having articles on careers.

23. Magazines depend on advertisements as the main source of income; the income from magazine purchases usually does not cover production costs; over one billion dollars is spent each year by business and industry for advertising in periodicals. There is a close relationship between the advertising and general content of magazines.

    Examine the advertising in several magazines in the library media center. Show the relationship between the products advertised and the readers' interests.

24. Collect magazine pictures to make a chart or notebook section on Clothing Sources, showing which fabrics are made from animals, plants or man-made. Consult the encyclopedia if necessary to verify sources.

25. Collect magazine pictures to show Food Sources indicating whether they are from animals (skin, muscle, organs) or plants (leaves, stalks, seeds, roots) and which part.

26. Collect magazine pictures to classify animals (mammals, fish, birds).

27. Compose a picture story for young children to enjoy, using magazine pictures for some words. This type story is called a rebus.

28. Examine the back issues from ten years back to date of Newsweek, Time, or U.S. News & World Report to determine if there has been an increase in women involvement in the listed categories and fill in the worksheet. Use at least six issues from each year.

Magazine ____________________

	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982
Art											
Finance											
Medicine											
Politics											
Sports											

USING RESOURCES

RESEARCH (Reader's Guide)

Concepts:

Every library has out-of-date copies of magazines that may be used for information in various subject areas. To find information in such magazines libraries provide Reader's Guide to Periodical Literature, an index of current contents of many magazines. The magazines included in the Reader's Guide are listed alphabetically in the front of each pamphlet or bound volume. Magazines subscribed to by a library are usually marked in the front of each pamphlet and bound volume or a list posted near where the Reader's Guide is located.

Activities:

1. Make a list of the information found in a Reader's Guide entry that locates a subject.

2. Choose a topic to be located in Reader's Guide and find the actual articles in available magazines.

3. Compare an entry in Reader's Guide with National Geographic Index and some other indexes.

4. Make a formal bibliography, making sure to ascertain all the details as articles are read and information gleaned from them.

5. Find the abbreviations for these terms by using a volume of Reader's Guide.

   August
   Continued
   Illustrations
   Portrait
   Editor
   Association
   Quarterly
   National Geographic
   September
   January
   Good Housekeeping
   Volume
   The Reader's Digest
   Weekly
   July
   May
   April
   March
   Scientific American
   Yearbook

6. Arrange the following subjects in the order in which they would be listed in Reader's Guide.

   Dickinson, Angie
   Diplomats
   Douglas, Mike
   Diamonds
   Drama
   Dogs
   Dolphins
   Drag Racing
   Diet
   Dolls
   Dioramas
   Dinosaurs

A. How is the information indexed?
B. Is Today's Health indexed?
C. Find an article on Energy Policy. List the title, magazine, volume, page and date of of this article.
D. Find an article about baseball. List the title, magazine, volume, page, author, and the date of this article.

7. This information was found in an issue of The Reader's Guide. Answer the following questions about it:

HAIRDRESSING
24 spring hairdos. il Good H 184:108-17 and Mar 77

A. What is the name of the article?
B. Is the article illustrated?
C. What magazine is the article found in?
D. What is the volume number of the magazine?
E. On what pages will the article be found?
F. What is the subject of this article?

8. This information was found in an issue of Reader's Guide. Answer the following questions about it:

Hooping it up; women's basketball. B. Weber.
Sports Illus. 109: 27 Ja 27' 77

A. What is the name of the article?
B. In what magazine is the article published?
C. In what issue of the magazine is the article printed?
D. Who wrote the article?
E. On what page of the magazine is the article located?

9. Write the meanings of the following abbreviations or symbols used in the Reader's Guide.

il ed Je Jl D rev bibl Mr. pub

Give the complete magazine title of the following abbreviations:

Nat Geog
Good H
Ladies Home J
Sports Illus
Bet Home & Gard
Sci Digest
Sci Amer
N.Y. Times Mag
Pop Mech

PERIODICALS (Newspapers)

Concepts:

Newspapers are published very frequently, usually once or twice a day.
Newspapers

A. Tell current news
B. Offer opinions
C. Advertise products and services
D. Give information
E. Furnish entertainment

Activities:

1. Examine the front page of a newspaper to observe the kinds of information it contains. Learn the meaning of headline.

2. Examine a newspaper to locate sections such as:

    A. World news
    B. City news
    C. Sports
    D. Entertainment
    E. Comics
    F. Letters
    G. Editorials

3. Examine a newspaper and discover

    A. How often is it printed or published?
    B. Who are the publishers?
    C. What is the cost per copy? Per year?
    D. What is a byline?
    E. What is a columnist?
    F. What does the editor write about?

4. Have a news period each morning. Stress using good standards for news.

5. Have a classroom newsboard. Discuss with the class the kinds of articles that would be good: news articles about a country being studied in social studies, an editorial about a topic of current interest, or ways the local authorities are trying to improve the community.

6. Use advertisements from the newspaper as a source of information and make a grocery list to find the cost of a bill of goods.

7. Use a class newsboard to display

    A. Drawings
    B. Pictures cut from newspapers
    C. Favorite comics
    C. Original writings

8. Have a weekly reading lesson using one of the newspapers you know.

9. Read a local, a state and a national newspaper account of the same event; compare the facts and the way each approached the subject.

10. Collect ads and analyze each for credibility and appeal to emotions and supportable details.

11. Compare newspaper accounts with TV and radio treatment of the same events.

12. Collect 25 ads, analyze each by listing the facts and the other parts which are opinions or unsupported statements. Share with others.

13. Collect ten articles of local interest only and ten other articles of national interest but on the same or related subjects. Display them. Compare for viewpoints.

USING RESOURCES

MAPS AND GLOBES

Concepts:

In order to understand his relationship to the earth, man developed ways to study the earth by using maps and globes.

GLOBES are used in conjunction with flat maps when accuracy in measuring distance, direction, land and water area of the earth is desired. Globes show few details because they show the overall view of continents, oceans, hemispheres and countries. Manipulation of globes helps show time measurement, directions, day and night and the causes of seasons.

A MAP is a representation of the surface of the earth, or some part of it showing the relative size, and position according to some given scale or projection. Those who make maps are known as cartographers. There are no specific symbols used by all cartographers, but whatever symbols are used are always stated in a key or legend. The decorated symbol placed near the legend of a map and showing directions is called a Compass Rose.

Both maps and globes are indispensable for studying the earth. Globes are proportionately more accurate in showing the earth, but the need to study smaller areas arises more often, so maps are perhaps more useful. A map reader should always compare his flat map with a globe - even if it is just an imaginary globe.

Flat maps can show a few or minute details about surface land or water areas as one continent, one country, one state, one city or even a small section of an area. Maps can be constructed on any scale, are usually larger than globes, are cheaper and can be stored more conveniently.

Inaccurate as flat maps maps may be, cartographers, using geometry, have learned to construct various types of maps, known as projections to help people recognize and relate a curved surface (as on a globe) to the same surface on a flat piece of paper.

Gerandus Mercator was the most famous of Flemish map-makers. His world projection is still the best known and one of the most useful. The Mercator projection, designed in 1569, is the best known and also the most criticized one. Mercator balanced the stretched-out latitude and longitude to make it conformal; therefore the shapes of small areas become greatly distorted in size. It is the only system which shows all compass direction as straight lines. Its straight parallels mean that places of the same latitude are at the same height on the map. This helps in comparing climate, land-use and vegetation in various areas of the world.

An Azimuthal projection stretches the areas near the equator. All the distances radiating out from one spot as the North or South Pole are true to scale. This type map is usually a hemisphere or polar centered map.

In a third type projection called Equal-Area projections, areas are equal, but are pulled out of shape so they are not conformal. Each square between same parallels has the same area as on the globe, but meridians do not cross at right angles. This distortion squeezes shapes near the edges. The Mollweide and Eckert projections are equal-size projections.

A map showing boundaries which man has set between countries, states, provinces or countries is called a political map. These boundaries may consist of either natural or imaginary lines or both indicated through the use of color. A map which shows landforms, seas, lakes, rivers, plains, plateaus, etc. is called a physical map. Relief maps show by colors the elevations above sea level of the various parts of an area as mountains, valleys, plains, etc.

Street Maps show streets in a city. Road Maps show routes of travel by land. Land Use Maps show how land is used in a specific area. Product Maps show specific crops or goods produced in an area. Population Maps show distribution of people. Historical Maps show early explorers' concepts of the world or indicate such historical events as acquisitions of territory, explorations and changes in national boundaries. Pictorial Maps consist of pictures or cartoons which illustrate information. Weather Maps indicate air pressure, winds, types of precitiptation, temperature and the movement of the weather. War Maps show an area where battles are being fought or held by opposing forces. Vegetation Maps use colors, lines, symbols to show forests, deserts, jungles and grasslands.

These terms and their meaning are essential for globe and map study:

Directions help to find places on maps and globes. Locate directions as a first step when looking at a map. Sometimes directions are shown by a small drawing called a compass rose.

North is toward the North Pole, the tip of the earth's axis which points toward the North Pole, Polaris, Facing the sun in the morning, north is to the left. South is toward the South Pole, the opposite tip of the earth's axis from the North Pole. Facing the sun in the morning, south is to the right. West is to the left when facing north. East is to the right when facing north.

Since the sun does not shine every day, man has devised an instrument called a compass to locate directions. The magnetized needle always points directly towards the North Pole, indicated on the compass face by a mark labeled N or North. Up is the direction away from the earth's center (Equator). Down is the direction towards the earth's center (Equator).

The earth is divided into sections called hemispheres. The Southern Hemisphere includes the half of the earth between the South Pole and the Equator. The Northern Hemisphere includes the half of the earth between the North Pole and the Equator. The Western Hemisphere includes North and South America, their islands and surrounding waters. The Eastern Hemisphere includes Asia, Africa, Australia and Europe.

The earth is divided into five climatic zones and named according to the prevailing temperatures in each. These zones are bounded by lines parallel to the equator.

Tropic of Cancer is the imaginary line parallel to the equator which forms the boundary between the North Temperate Zone and the Tropic Zone. Tropic of Capricorn is the imaginary line parallel to the equator which forms the boundary between the Torrid Zone and the South Temperate Zone. The Arctic Circle forms the boundary of the area around the North Pole within which the sun is continuously above the horizon on June 21 and below the horizon on December 22. The Antarctic Circle forms the boundary of the area around the South Pole within which the sun is continuously above the horizon on December 22 and below the horizon on June 21.

Distance is the way of measuring how far it is from one point to another point on the earth. The places and distances shown on maps must be smaller than their real size on earth. A certain number of inches on a map are used to show a certain number of miles on the earth. This way of showing size or distance on a map is called scale.

The lines drawn on a map from north to south are called lines of longitude, or meridians. The best known longitude line is the Prime Meridian. Longitude lines measure distance east and west of the Prime Meridian. Lines drawn on a map from east to west are called lines of latitude. The best known latitude line is the Equator. The Equator is halfway between the two Poles. Latitude and longitude lines cross one another on maps and globes. If you know the longitude and latitude of a place, you can find it on a map or globe.

Distance above sea level is called elevation. Contour lines are a good way to show elevation. All points along one contour line are the same distance above sea level. Sometimes color is added between contour lines.

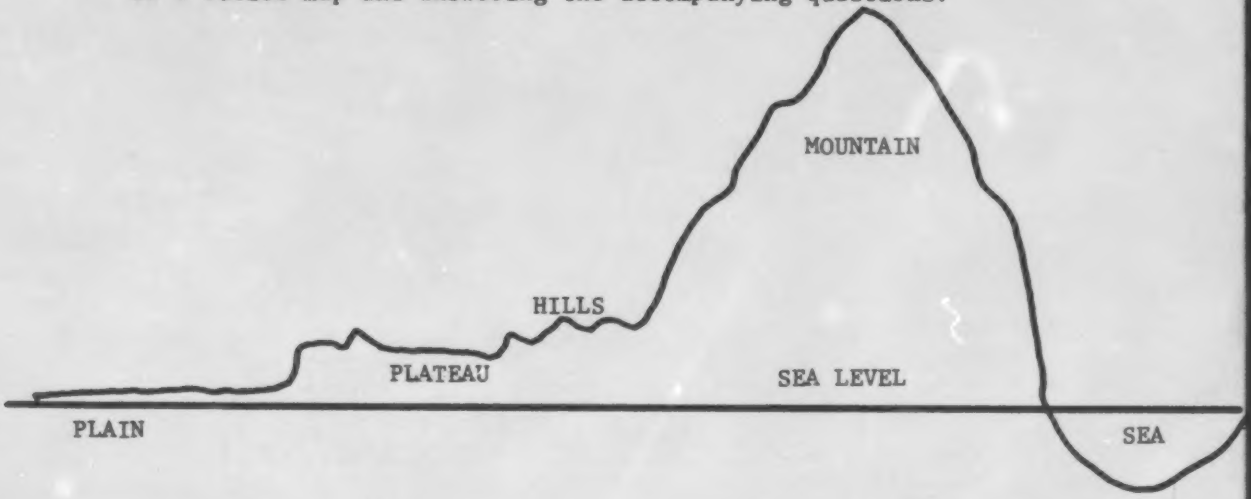
Other terms which are useful to understanding the earth through maps and globes are solar day, equinox, time zone, altitude, archipelago, bay, beach, canal, canyon, cape, crater, delta, harbor, isthmus, tundra, weather front, lake, plains, oasis, mesa, ocean, peninsula, river basin, strait, terrain, coast line, degree, equidistant, highlands, island, International Date Line, lowland, mountain, man-made features, natural features, parallel, Prime Meridian, point, river, range, tropics, projection, climate.

Activities:

1. Draw a map showing the route from your house to the school campus.

2. Using small toy ships, "sail" them over the surface of the globe to see how ships disappear from view. Try "sailing" them across a flat map.

3. Study the meaning of elevation on maps by examining this cross section of a relief map and answering the accompanying questions.



   A. Color mountains dark brown.
   B. Color hills light brown.
   C. Color plains green.
   D. Color plateau yellow.
   E. Color the ocean blue.

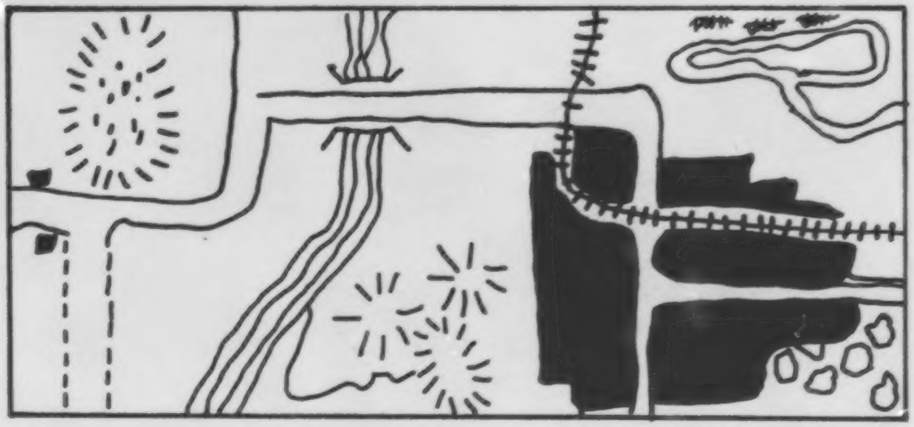
4. With moistened clay or Play-Dough construct an imaginary map with mountains, valleys, plains and rivers, then slice it vertically to get a concrete idea of elevation shown on relief maps.

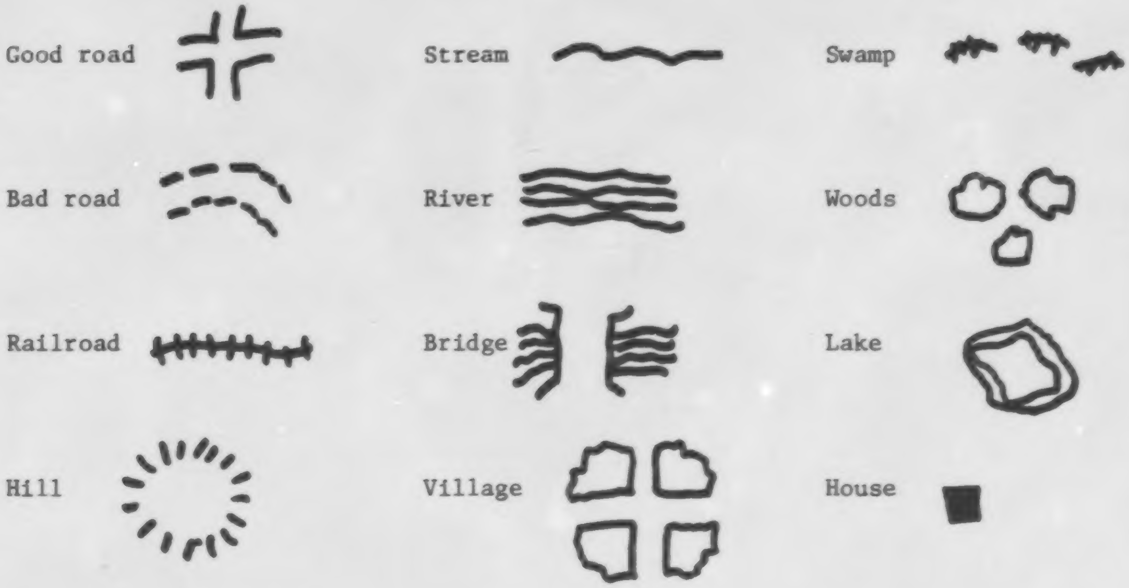
5. Make a chart showing which climatic zone each of these cities is in.

   Peking, China
   Belfast, Ireland
   Milan, Italy
   Honolulu, Hawaii
   Des Moines, Iowa
   Jerusalem, Israel
   Cairo, Egypt
   Montevedeo, Uraguay

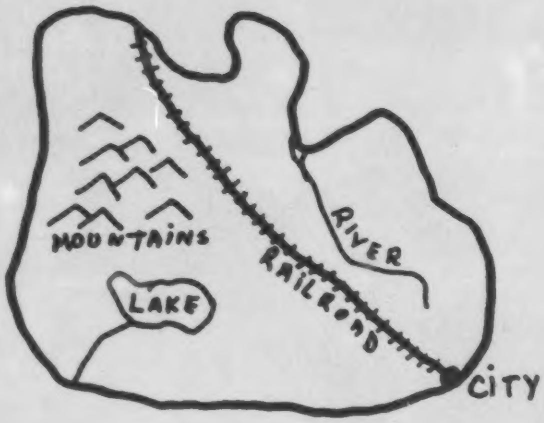
   Kiev, Russi
   Kotzebue, Alaska
   Recife, Brazil
   Miami, Florida
   Santiago, Chile
   Ottawa, Canada
   Brisbane, Australia
   Madrid, Spain

6. STUDY this sample of symbols sometimes used on maps and then make a map of some place you went on a vacation showing the various natural and man-made locations that interested you most.

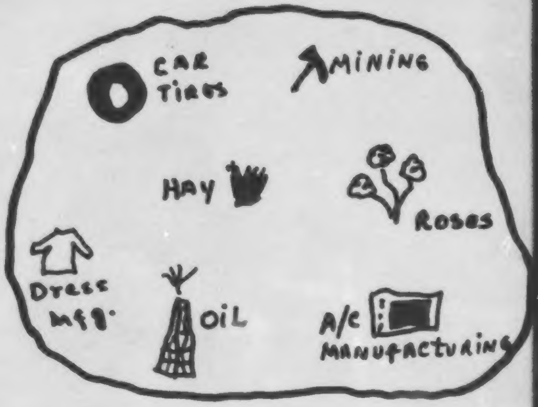



Good road
Stream
Swamp
Bad road
River
Woods
Railroad
Bridge
Lake
Hill
Village
House

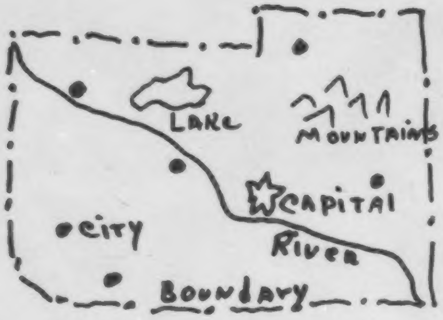
7. Practice making legends (keys) on maps by studying these simple maps.


MOUNTAINS
LAKE
RIVER
RAILROAD
CITY

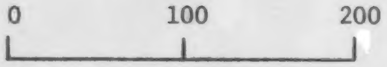
This is a map of an island.


CAR TIRES
MINING
HAY
ROSES
Dress Mfg.
OIL
A/C MANUFACTURING

This is a product map.


LAKE
MOUNTAINS
CAPITAL
CITY
RIVER
BOUNDARY

This is a map of a state.

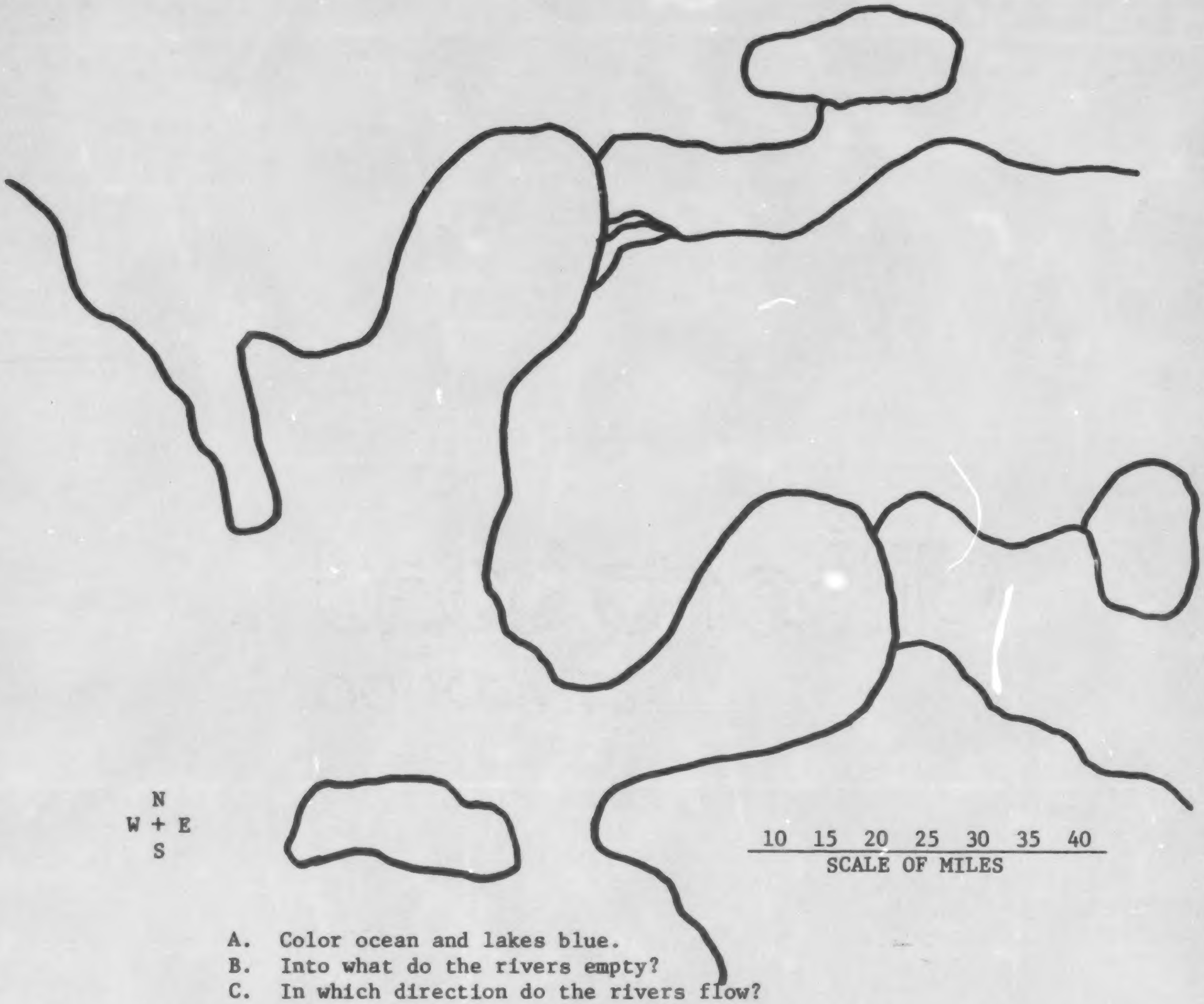


This is a scale for a map.

A. Make keys for each of the above printed maps.
B. Give approximate distances from one city to another.
C. Give approximate size of one of the maps in miles.
D. Give direction of flow of rivers.

8. Draw a map showing your favorite campsite, where you play tennis and where three of your friends live. Be sure to include a scale, a key and a compass rose.

9. On this imaginary map answer the questions listed below.

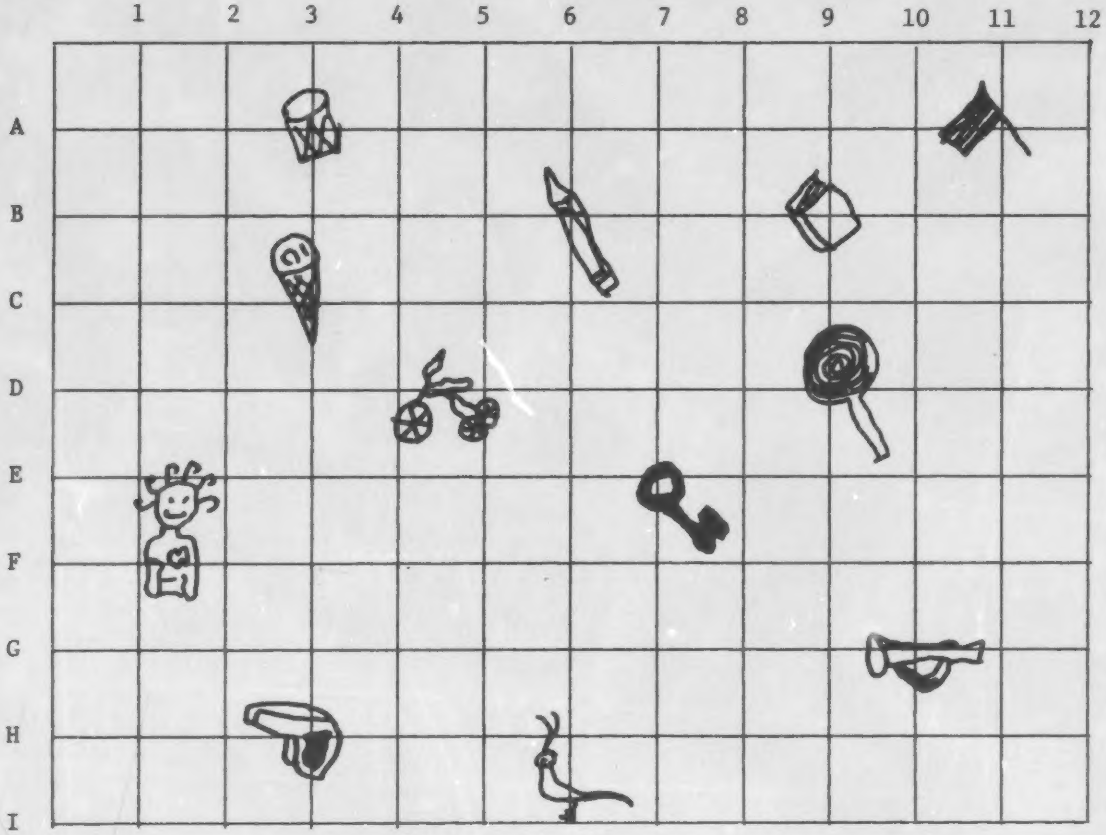


A. Color ocean and lakes blue.
B. Into what do the rivers empty?
C. In which direction do the rivers flow?
D. Into what do the lakes empty?
E. Color the land part of the map green.
F. How long is the northernmost lake?
G. What is the North to South dimension of the largest island?
H. Label these geographic forms: island, lake, bay, gulf, river, peninsula, land.

10. Draw a map of your city and indicate significant landmarks as schools, churches, airport, historic locations, museums, main highways, etc. Make up your own symbols and key.

11. Indicate significant landmarks on a prepared outline map of your county.

12. Longitude and latitude lines form a grid on the surface of the earth and this pattern is useful for locating places in the world. Practice locating places on this simple grid by recording the coordinates of the twelve objects shown here.



1.
2.
3.
4.
5.
6.

7.
8.
9.
10.
11.
12.

13. Think about distance (how we measure how far apart places are) by circling the most likely answer (use name in your vicinity).

A. Brookshire's Store is one-half mile away. The store is ....near, far, close enough to walk, too far to walk

B. Galveston Beach is 493 miles from Tyler. The beach is .... near, far, close enough to walk, too far to walk

C. Lake Tyler Dam is 15 miles away. The dam is .. near, far, close enough to walk, too far to walk

D. Tyler Rose Garden is one mile from this school. The garden is .... near, far, close enough to walk, too far to walk

E. My best friend lives two blocks away. My friend's house is .... near, far, close enough to walk, too far to walk

F. El Paso is 945 miles from my hometown. El Paso is .... near, far, close enough to walk, too far to walk, close enough to drive by car, far enough to fly

G. The church I attend is a five minute drive from home. The church is .... near, far, too far to walk, close enough to walk

H. The planet Mercury is our closest neighbor in space. Mercury is .... near, far, close enough to walk, too far to drive a car, close enough to fly

I. Dallas is a 20 minute flight from home. Dallas is .... near, far, close enough to walk, too far to walk

J. It takes five days to sail to Honolulu from San Francisco. Honolulu is.................... Near, far, close enough to walk, close enough to drive a car, too far to fly

K. My uncle whom we visit each summer lives in Albuquerque, New Mexico. Albuquerque is ...... near, far, close enough to walk, too far to walk, too far to drive a car

14. Practice realizing directions. Determine the answer to these situations. Change names to fit local vicinity and state.

A. Point toward your house and say the direction. Toward the mall and identify the direction. Toward Pounds Field and say the direction from where you are.

B. Point toward Lake Tyler and tell the direction. Toward the Neches River, the Sabine River and the Mississippi River and tell the direction of each from where you stand.

C. Point toward Arp, Chandler, Dallas, Shreveport, San Francisco, Washington, D.C. and identify the direction.

D. Which direction would you drive to go fishing at Lake Palestine? Lake Texoma? Caddo Lake?

E. If you lived in San Antonio, Texas, which direction would you drive to visit a cousin in Uvalde? in Houston? in Corpus Christi?

F. If your family decides to visit Carlsbad Caverns, which direction will you go? What major towns will you pass through? How far will the trip be?

G. Plan a trip to the six largest cities in this state. Use any means of transportation except flying. Show the directions to be followed and the sequence of travel.

H. If you are fishing at Lake Travis and need some additional bait, what is the nearest large city where some could be purchased? If at Toledo Bend? Which direction is each from your campsite?

15. Learn to recognize the shape of each continent and learn which bodies of water touch each continent.

16. Locate five important cities on each continent. Check an atlas for the present population of each.

17. Locate at least five desert areas in the world. Show the country and the name of the desert.

18. Locate at least three wetlands areas in the world and show them on a map.

19. Locate at least five mountainous areas in different countries of the world.

20. Recognize the shapes of countries in the world by placing them together as in a jigsaw puzzle. Use a commercial puzzle if it can be found. Have a "Country Quiz" by holding up the shape of a country and letting someone guess its name and another identify the continent on which it is located.

21. Learn the shapes of the states of the United States by putting together a jigsaw puzzle of the entire nation. Have an identification game by each student holding up a large shape of a state and letting a teammate identify it.

22. Identify the natural boundaries on a political map of the United States. Determine what the dotted lines indicate (imaginary lines decided upon by treaties or arrangements) and identify them. Ask that these items be shown about Maine, Georgia, California, Alabama, and Idaho.

23. On a map indicate by colors elevation of mountain areas and by lines the political divisions in that area. Use an outline map of Asia, Europe or Africa with two or three contiguous countries drawn in.

24. Using latitude and longitude, locate these large cities:

London _____° north, south latitude _____° east, west longitude

Tokyo _____° north, south latitude _____° east, west longitude

Mexico City, Mexico _____° north, south latitude _____° east, west longitude

Washington, D.C. _____° north, south latitude _____° east, west longitude

Lagos, Nigeria _____° north, south latitude _____° east, west, longitude

Lima, Peru _____° north, south latitude _____° east, west longitude

Paris, France _____° north, south latitude _____° east, west longitude

Moscow, Russia _____° north, south latitude _____° east, west longitude

Seoul, Korea _____° north, south latitude _____° east, west longitude

25. Study the dozens of map and globe related illustrations mounted and filed in the library.

26. Study the collection of close-up areas clipped from various magazines and filed in the library and see how many you can identify correctly.

27. Study the aeriel maps found on file in the library. Compare them with flat maps of the same area.

28. Study weather maps found in the newspaper each day. Make up a weather map in which you show a frontal system as you predict it to be located in three days.

29. Using the newspaper, trace the route of the U.S. government representative as he visits African nations or Latin American countries.

30. Locate the routes of the U.S. resident and the Russian leader who meet in Europe for a conference. How far must each travel?

31. Keep a record of the political tour two candidates are making throughout the state.

32. Make a product map of the counties in your area.

33. Choose five countries that interest you, and using prepared outline maps, show the chief products of each.

34. Find countries which are related because of products — one which produces a particular raw material, another which imports that raw material and manufactures a product from it and a third which imports the finished product and consumes it. Example: Cotton from the U.S. to Japan which makes dresses and exports them to the U.S. for sale in retail stores.

35. On three different outline maps of your state indicate the places whose names came from Indian influence, places whose names came from Spanish influence, label the chief rivers, locate the ten largest cities.

36. Make a chart showing how the natural environment influences the goods a country produces. Show such details as raw materials, processing method, manufactured product, uses, distribution, home or foreign consumption.

37. Find out what type of government at least five countries on three different continents have at present (democracy, dictator, king, communist). Find out how the leader achieves leadership of that country.

38. See how many large cities in the world are located on rivers. How many others are seaports? How many countries can you locate which have no seaports? Show these facts on maps, then make a chart depicting the same information.

39. Before a group, discuss with a friend whether the kind of government or natural environment influences the economic and cultural life of a country more.

40. Find and illustrate in some appropriate manner these facts about the world: the geographic location, political location, physical condition, and climatic situation of these cities

Caracas

Cannes

Beirut

Monaco

Calcutta

San Francisco

Oslo

Venice

Montpelier

41. Make a map of your classroom. Be sure to put in directions.

42. Make a map of your school area, including playground, parking lot, etc.

43. Construct imaginary maps. Indicate directions, key to symbols, scale of miles, etc. Use imagination in naming area.

44. Write a paragraph telling What a Map Is.

45. Make small tagboard shapes of each continent; practice naming them and placing them on a table in proper relationship to other continents as accurately as a flat surface permits.

46. Estimate distance between two points on a map; check with scale of miles to see if you are correct.

47. Bring in road maps and show distances you have traveled in taking trips.

48. Make a large wall map indicating cities where students have traveled during summer vacation. Bring in snapshots and connect them by string to their correct place on the map.

49. Make a map picturing places named in a book of fiction; use proper symbols, scale of miles, etc.

50. Devise a large, imaginary wall map, then construct a clay model map to correspond.

51. On a road map, work out the best route from one city to another for a 2,000 mile trip.

52. Fill in outline maps to indicate products, population, rainfall, etc. of your county, surrounding counties, state.

53. Construct colored relief map; papier-mache or flour paste relief map; political map and maps showing rainfall, products, and population of the United States or some other country of your choice.

54. Make inferences from looking at physical maps as to how inhabitants would be clothed, what they might do for a living, what foods they might grow and what their homes might be like.

55. Study U.S. land acquisition using transparency overlays to show territory and dates each was acquired.

56. Use maps and globes in presenting a report to the class. Maps made on transparencies would be helpful.

57. Collect maps from old texts, newspapers, magazines and literature received through the mail. Paste each map on colored Bristol board and number on the back in order of difficulty. Type 5-10 relevant questions on white bond paper, paste on the back and then laminate the entire card. Sort the maps into logical aspects of the subject as directions, latitude and longitude, physical maps, etc. and place each set in a large manila envelope for circulation to class groups or for use in the library.

RESEARCH (Atlases)

Concept:

An atlas is a collection of maps and facts about the geography of the world.

Each map has a legend which shows various facts by symbols. Latitude and longitude are used locating places on maps.

There are different kinds of maps.

- A. Physical - Shows the high and low places
- B. Political - Shows the states, countries, or nations
- C. Climatic - Shows the hot, warm, and cold places, the winds, and rainfall
- D. Population - Shows a distribution of people

The following map skills aid in using an atlas:

- A. How to orient a map and find direction
- B. How to use the scale of miles to compute distance
- C. How to locate places
- D. How to express relative location
- E. How to interpret map symbols
- F. How to compare maps
- G. How to make inferences from maps

Some atlases contain valuable charts and illustrations which should be used in addition to the maps. Sometimes these are called reference tables.

Activities:

1. Locate the continents of the world.
2. Locate the oceans of the world.
3. On a map of the United States, locate the state you live in.
4. On a map of the United States, locate the state you were born in.

5. On a map of the United States, locate the states bordering Utah.

6. Locate the capital of Maine, Florida and Arizona.

7. Locate three mountain ranges in the United States.

8. Locate several large islands in the Pacific Ocean.

9. Locate three islands in the Mediterranean Sea.

10. Locate five groups of islands in the world.

11. Locate the Mississippi River.

12. Locate five tributaries of the Mississippi River.

13. Locate the Missouri River.

14. Locate three tributaries of the Missouri River.

15. Locate the Las Animas River.

16. Locate three tributaries of the Colorado River.

17. Locate the Ohio, Red, Columbia and Snake Rivers and their main tributaries.

18. Find five states which have a river as a part of their boundaries.

19. On a map of Europe, locate these countries: France, Norway, Italy, Greece and Sicily.

20. Locate six states of Mexico, two rivers and the capital of each state.

21. Find the Suez Canal on a map.

22. Find the Panama Canal and name the bodies of water it connects.

23. Estimate the elevation of a city you choose. Check with the elevation table in an atlas.

24. Make a report on Mercator and where the term atlas originated.

25. Locate places mentioned in an important current item clipped from the day's newspaper.

26. Find 15 places (cities, mountains, regions) named for famous persons.

27. Locate the highest mountain in the world, in Africa, in Alaska, in the United States, in Europe.

USING RESOURCES

RESEARCH (Almanacs, Handbooks, Yearbooks)

Concepts:

YEARBOOKS are reference books that contain information on almost every subject. These are published yearly and contain many miscellaneous facts and figures on a wide range of subjects, international in scope, as well as much out-of-the-ordinary data.

They are sometimes called almanacs or handbooks. They are not arranged alphabetically but they all have an index.

Activities:

1. Examine the annual publications your library owns and notice the location of the index, the contents and other details about each one. Take some notes to help remember these publications.

2. Have a friend ask you a question then look it up as quickly as possible in the yearbook that seems most feasible.

3. Use an almanac, handbook or yearbook and look for the following information. Tell the title and page number where you found the answer.

   Keep your answer sheet and ask a classmate to try the same assignment. Check information and sources.

   A. A picture of the flag of Denmark
   B. Number of TV sets in homes in the U.S. in 1969
   C. The winner of the Heisman Memorial Trophy in 1975
   D. The address of the Civil Rights Commission
   E. A list of books about Mexico
   F. Incubation period for mumps
   G. Winner of the World Series in 1970
   H. The number of ranches in New Mexico
   I. The distance from Madras, Oregon to Dallas, Texas
   J. The name of the inventor of radio
   K. Correct form to use when addressing the Queen of England
   L. Newsworthy events in 1977
   M. Name of the current president, ruler or leader of any country
   N. The name of the mayor of Waco, Texas
   O. The composition of the army of the Republic of Texas
   P. Major decisions of the U.S. Supreme Court for a given year
   Q. The capital of Zaire

4. Find these facts in almanacs and/or Statistical Abstract:

    A. Population of Fort Wayne in 1970, 1920
    B. Number of medals won by U.S. in 1968 Olympics
    C. Indiana's governor
    D. Altitude of Mt. McKinley
    E. Seven wonders of the world
    F. Total number of telephones in the U.S.
    G. Indianapolis 500 winner in 1962
    H. Capital of Sweden
    I. National Spelling Bee champion in 1980
    J. Number of narcotic addicts under age 21 in the U.S. for the year 1979-1980

5. Browse through these handbooks, noting the arrangement and contents, then find the facts listed below.

    AMERICAN BOOK OF DAYS
    AMERICAN NICKNAMES
    BARTLETT'S FAMILIAR QUOTATIONS
    DOCUMENTS OF AMERICAN HISTORY
    FAMOUS FIRST FACTS
    GUINNESS BOOK OF WORLD RECORDS
    HOME BOOK OF QUOTATIONS
    LOVEJOY'S COLLEGE GUIDE
    NEGRO ALMANAC
    STATEMEN'S YEARBOOK

    A. First root beer manufactured in America
    B. Famous event that occurred on your birthday
    C. Tallest known trees
    D. Books written by black author, Gwendolyn Brooks
    E. Location of Indiana State University
    F. Population of Denmark
    G. Quotation about personality
    H. Identify the nickname of Tennessee
    I. The name of a program initiated by an American president
    J. Something interesting about trousers

6. Answer the following questions by using the current issue of World Almanac.

    A. Which bridge in the United States has the longest span?
    B. Who are the two present senators from Florida?
    C. What were the lowest and highest temperatures ever recorded in your state?
    D. Which two baseball teams played in the 1975 World Series? Who won?
    E. How many women, including officers and enlisted personnel, are in the United States Marines?
    F. What is the world's largest city? What is its population?
    G. In what year and for what movie did John Wayne win an Academy Award?
    H. Which state in the U.S. produced the most wheat last year?
    I. How much does it cost to send a letter to Greece by ordinary mail?
    J. What is the address of the Environmental Protection Agency?

ALMANAC SNOOPING

Answer these questions using the almanac reprints of pages ___, ___. and ___ which were given you as you entered the library.

1. What are the subheadings under Ecology as shown on the Index page?

2. On what page or pages are the following information items found?

   A. The dirigible, Hindenberg ______________________
   B. Sen. Jacob Javits ______________________
   C. Battle of Dunkirk ______________________
   D. Duckpin bowling ______________________
   E. Thomas Edison's historic site ______________________
   F. Eiffel Tower ______________________
   G. Tallest building in Detroit ______________________

3. Answer these questions from page _________.

   A. What was the name given to the 1969 hurricane that killed the greatest number of people? ______________________
   B. Which hurricane, typhoon, blizzard or other storm killed the greatest number of people? ______________________
   C. Where was a major tornado in 1967? ______________________
   D. What were the dates of tornadoes in St. Louis, Missouri? ______________________
   E. What exploded in Baltimore harbor in 1913? ______________
   F. What year saw the most tornadoes in the U.S.? ______________

4. Answer these questions from page ______.

   A. How big was the largest bluegill ever caught? ______________
   B. Where was a 58 lb. channel catfish caught? ______________
   C. When was a 22 lb. bass caught? ______________________
   D. What kind of fish did Henrik Henriksen catch? ______________
   E. How long was the largest white crappie? ______________

5. What main topics would the following subject be under and on what page will you find information?

   A. Hurricanes ____________________ page ____________
   B. Pyramids ____________________ page ____________
   C. Price of eggs ____________________ page ____________
   D. Seasons ____________________ page ____________
   E. Population of Ecuador ____________________ page ____________

PEANUT CENTER

Read Dr. George Washington Carver, Scientist by Shirley Graham and do these activities which are printed on peanut shaped cards.

1. Read page 154, write a complete sentence telling what Goober Peas are.

2. Look in the index to find a Peanut Divinity Fudge recipe. Copy it.

3. Poll your classmates. What brand of peanut butter do they like best? Chart your findings on a bar graph.

4. On a blank outline map of the world, locate areas where peanuts are grown. For each location, draw a small peanut on your map.

5. Jimmy Carter, one of our presidents, was a peanut farmer. What were the occupations of other U.S. Presidents?

6. Write a paragraph telling why you like or dislike peanut butter.

7. Estimate the number of peanuts in the jar. Get 20 of your friends to enter a guess. Keep track of the guesses. Count the peanuts to see who had the best guess.

8. Invent three uses for peanut shells. Design a poster advertising one use.

9. Create a new peanut candy bar. Name it and design an ad and a wrapper for it.

10. Compare the food value of 1 cup of roasted peanuts with 10 potato chips. Hint: Try the Information Please Almanac.

11. Plant raw peanuts in sandy soil with pointed end up. Cover with one inch soil, place container in warm sunny spot and keep moist. They should sprout in about six days. Record growth by making drawings every three days.

12. Make a peanut shell picture using glue and pipe cleaners. Paint.

13. Read the book Peanut Cookbook by Natalie Donna. Duplicate and distribute your favorite recipe to your classmates.

GUINNESS BOOK OF WORLD RECORDS

Record your information like this:

	Key Word	Page Number	Answer
1.	________________	________________	________________
2.	________________	________________	________________
3.	________________	________________	________________

1. What is the name of the biggest toy store in the world? ____________

2. The world's first oceanarium was opened in 1938 in ________________.

3. The hotel with the most rooms in the world is the Hotel Rossiya in Moscow, U.S.S.R. How many rooms does it have? ________________________

4. The Charleston dancing duration record is 43 hours. On what date was this record set?

5. The largest doors in the world are the four in the Vehicle Assembly Building near Cape Canaveral (Kennedy), Florida. The are ___________ feet high.

6. What animal is the most valuable in cash terms? __________________

7. The world's biggest slot machine (or one-arm bandit) is _____________ at the Four Queens Casino, Las Vegas, Nevada.

8. The world's smallest wheeled rideable bicycle is one with _____ inch wheels, wighing _________ lbs.

9. The hamburger eating record for 14 hamburgers in ________ minutes ________ seconds was set by David Moon on April 8, 1978.

10. The smallest functional record is one of 1 3/8 inches in diameter of "_____________ _____________ _____________ _____________".

11. Steve McKinney claims the record for the highest speed for any skier. His speed was _____________ miles per hour.

12. A fresh egg was dropped from a helicopter from a height of _____________ feet without breaking on February 8, 1974.

AUDIOVISUALS

Audiovisual materials can enrich and make more effective the learning activities of users. Student use of AV equipment can begin in grade 1 and increase as students progress through school. They will want to operate AV equipment properly and handle it carefully so that it will remain in good working order. Dust and dirt are the chief enemies of AV software and hardware.

By the time a student enters high school he should be able to make a map; drymount a picture; laminate an item; make a transparency; select a media format; use three media in a classroom presentation; produce a slide/tape presentation about a subject just studied in science, social studies or art; view microfiche and video-cassettes; operate cassette player, record player, listening station, filmloop projector, filmstrip viewer, sound/filmstrip projector, tape recorder, overhead projector, opaque projector, microfiche reader, Visualmaker and camera.

FILMSTRIP PROJECTOR: Learn the correct method of threading and operating filmstrip projector.

RECORD PLAYER: Put earphones, record player and listening center equipment out on a table where students can practice using them. Adjust earphones to fit an individual's head and control the volume and tone. Keep the volume low to avoid the blasting of ear drums when record is first started.

FILMSTRIPS: Handle a filmstrip by its edges, using care not to leave oily fingermarks which attract dust and dirt in addition to smudging the picture. Rewind the filmstrip correctly and be sure to get the right filmstrip in the right container.

FILMSTRIP VIEWERS: Learn how to use the on-off switch, the framing knob, the advance knob, the filmstrip loading slot and the correct way to place the viewer for the best viewing. Thread the filmstrip into the viewer, but never force the filmstrip when it turns hard in the viewer.

TAPE CASSETTE: Play short sections of several tapes including some original and some historical speeches to become aware of the variety of materials available on tape cassettes. Do not rewind unless you want to hear the same thing twice and it is not recorded on both sides of the tape.

CASSETTE RECORDER: Understand the two functions of the cassette tape recorder and learn the controls that are needed to play back something that has been pre-recorded. Read the directions! Learn which controls are used for each function.

FILMSTRIP KITS: Choose a matching record and filmstrip, finish using them and return them to the containers before taking out other filmstrips and records. Listen to the audible tone on the manual side of the record which tells when to move the filmstrip as compared to the inaudible automatic signal that activates other types of projectors.

OVERHEAD PROJECTORS: Learn how to handle and store transparencies correctly in order to keep them in good condition and how to center and focus the overhead projector image on the screen or chalkboard. Experiment with typed pages run through Thermo-Fax; use grease pencil or overhead projector pens to develop transparencies such as a map, graph, chart or a picture.

OPAQUE PROJECTOR: Practice with the opaque projector to see what it can do, using care not to burn yourself on hot parts of the projector or scorch materials that are used.

8MM PROJECTOR: Insert the cartridge, then start and stop the projector. 8mm films are brief summaries of information, usually presenting s single concept. Allow the cartridge film to rewind automatically.

VISUALMAKER: Practice setting up this device and fasten the camera in securely. Make slides using magazine pictures, objects, paste on letters, etc.

Activities:

1. Take a "Treasure Hunt" through the Learning Resources Center. List everything you see for "looking at", "listening to" and "seeing and feeling".
2. With a simple grease pencil on a blank transparency, depict some phase of a chosen subject and demonstrate to class.
3. Take a selected subject, e.g., TRANSPORTATION and demonstrate as many audio-visual aids as possible which deal with the subject: a filmstrip, a tape, an overhead transparency, a flat picture, a model, a map.
4. Use a small simple picture and the opaque projector to make an enlarged image to use on a poster or bulletin board.
5. Select a subject. Using the card catalog, find as many visual aids as might contribute to learning about the subject.
6. Preview a particular tape or filmstrip and report back to class.
7. On the cassette recorder, record a poem you especially enjoy and share with others who use the carrels.
8. Make up questions based on tapes or filmstrips. Exchange questions and tapes with a classmate.
9. Make a cassette to describe a class display in the Learning Resources Center, a classroom or foyer.
10. Draw pictures summarizing some phase of study (social studies, science, etc.). Use the Visualmaker to make slides and record a cassette to accompany them.

11. Set up an Audio-visual Fair in the auditorium, having students from each room demonstrate the various audio-visual machines and the software they have made.

12. Make mobiles based on characters in one book, books by one author, or books illustrated by the same author.

13. Produce a slide-cassette presentation. Make the slides, decide on the music spots, compose the text and coordinate music, text and slides. Share with class.

DEWEY DECIMAL SYSTEM

000 GENERAL WORKS	700 FINE ARTS
100 PHILOSOPHY	800 LITERATURE
200 RELIGION	900 HISTORY
300 SOCIAL SCIENCES	B92 INDIVIDUAL BIOGRAPHY
400 LANGUAGE	B920 COLLECTIVE BIOGRAPHY
500 NATURAL SCIENCE	F FICTION
600 APPLIED SCIENCE	SC SHORT STORIES

DEWEY DECIMAL DEVICES

Use a different visual device each year which is developed as the various divisions are studied. Prepare a large device to fit the space available (bulletin board, mobile, very large poster, etc.) and a notebook size page with the same design for each pupil to color and add to throughout the entire study. They may also keep a record of the books they read in each division along with the illustration.

Activities:

1. Assume that your rich uncle died and left you his collection of arrow heads, but they are not organized in any way. How would you display them?

2. Assemble many objects covered by a cloth. Uncover for 1/2 minute and then let students name all the things they can remember seeing in the collection. Uncover again and repeat the recalling process.

   Invite students to organize the items into groups but give them no clues. This may be done by color, use, shape, size, etc.

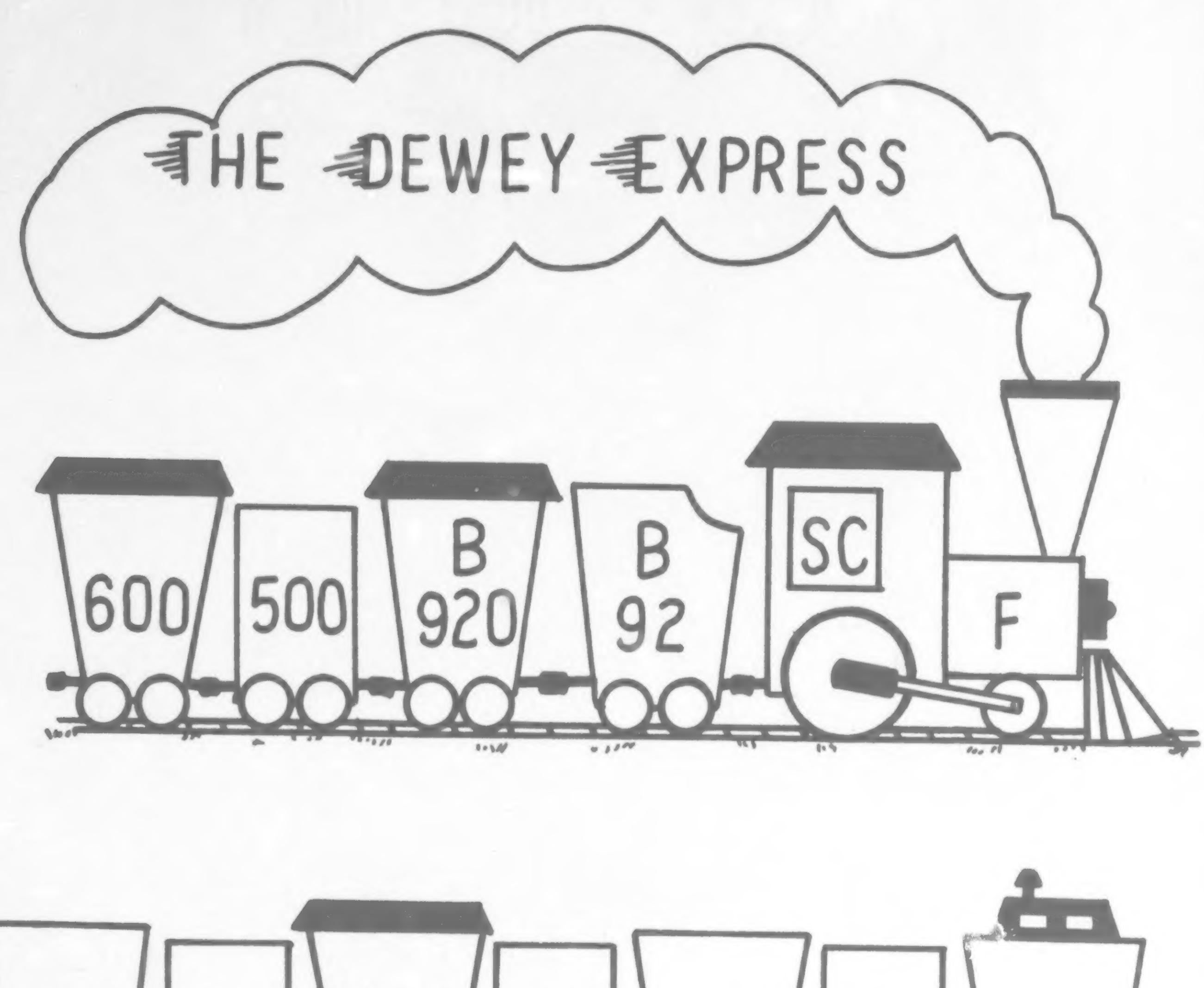
3. Ask how people find things in a supermarket. In a toy chest? At a candy counter? In your house? Discuss chests, boxes, trunks, shelves, tags for sorting out things.

4. Have students sort out a bag of jelly beans, hard candies, buttons, pebbles, nuts, nails or screws. Talk about how to keep these objects sorted (special places and/or containers and labels). Discuss kinds of containers and shelf labels. Share the goodies with anyone who wishes one. Students design a label or door plate and bring to library to share.

5. Each student sort out the two colors of paper strips (15-20) for each student) on the table, floor, desk or window ledge. Tell of the two kinds of books - FICTION and NON-FICTION and that a library keeps them in separate places and labels them so a reader can tell the difference before reading a book.

6. Teach the sequence details of the Dewey Decimal System and expect students to check out a book from the division studied that day. They may also check out from any division studied previously.

7. Introduce each division in a different way - reading a story or poem, showing a filmstrip, playing a game or some original approach.


THE DEWEY EXPRESS
600
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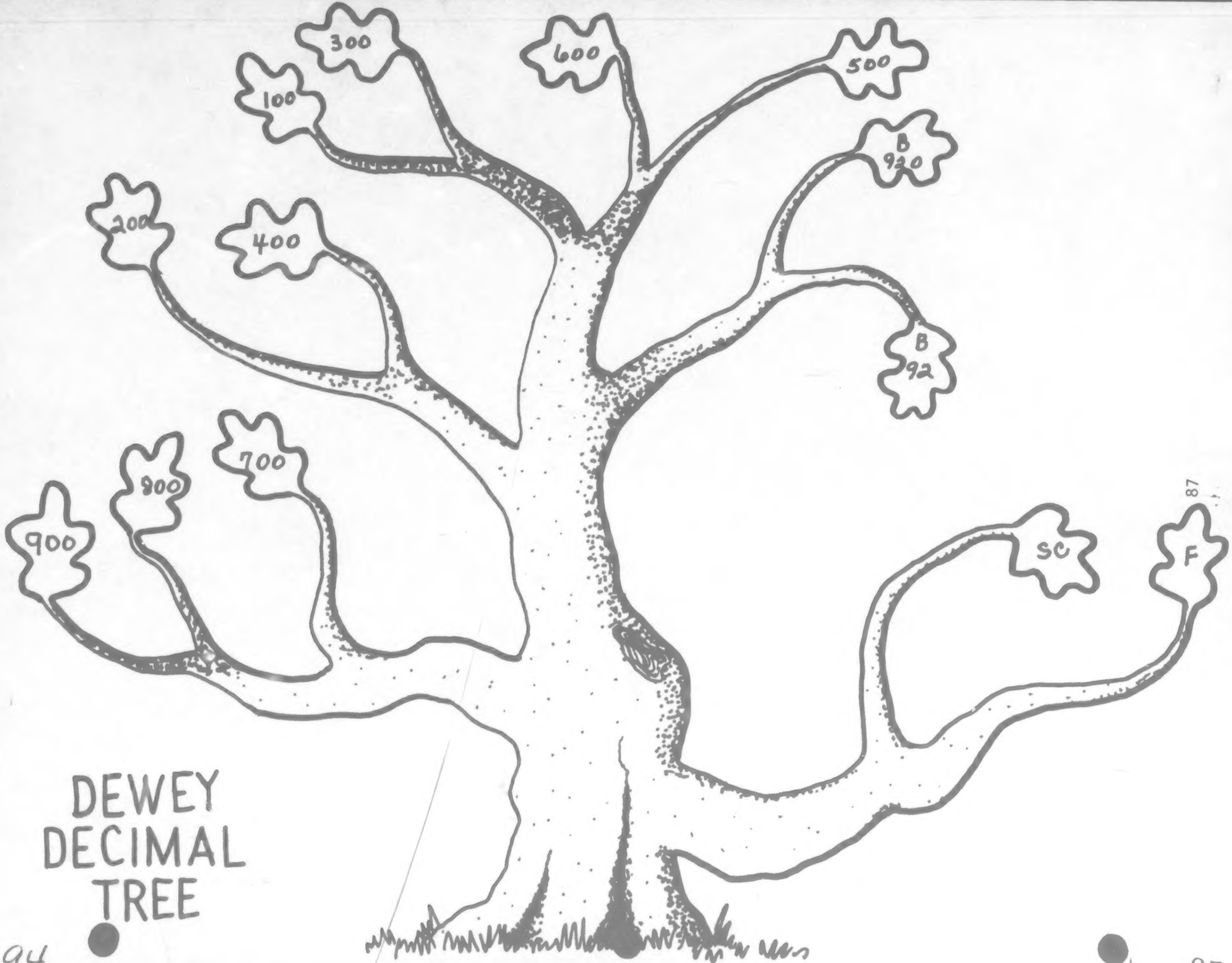
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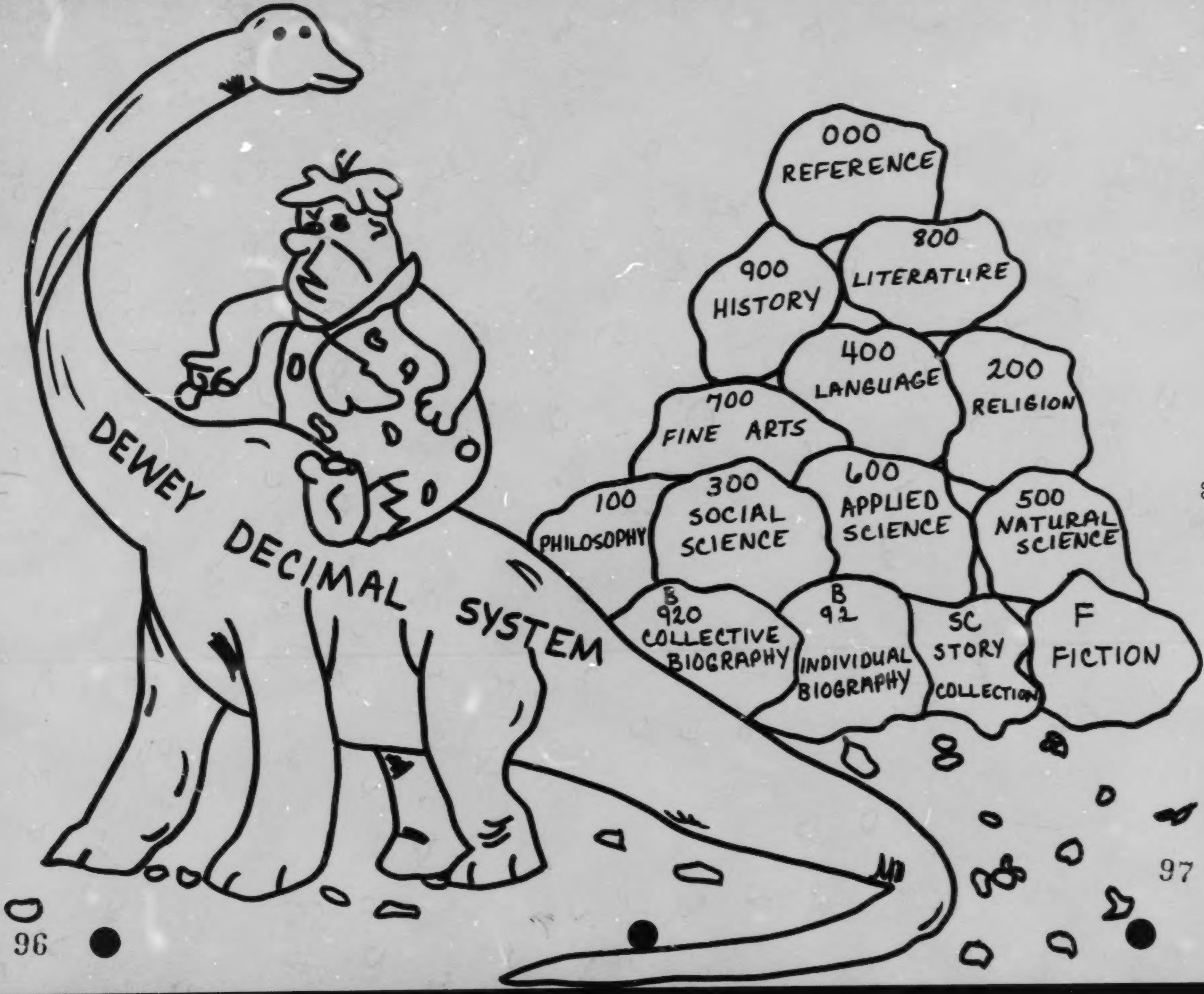
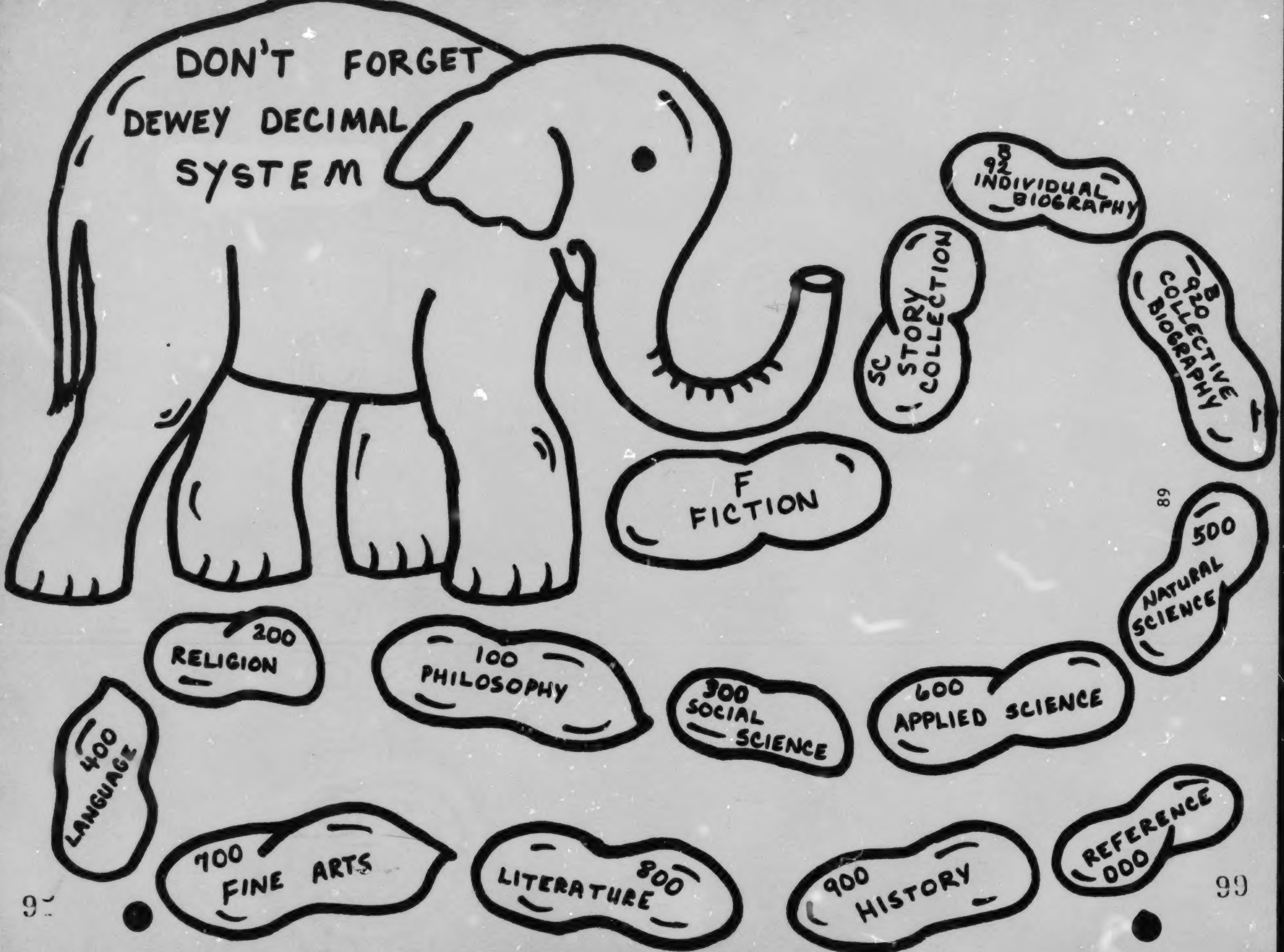
DEWEY DECIMAL TREE


DEWEY DECIMAL SYSTEM
000 REFERENCE
900 HISTORY
800 LITERATURE
400 LANGUAGE
200 RELIGION
700 FINE ARTS
100 PHILOSOPHY
300 SOCIAL SCIENCE
600 APPLIED SCIENCE
500 NATURAL SCIENCE
B 920 COLLECTIVE BIOGRAPHY
B 92 INDIVIDUAL BIOGRAPHY
SC STORY COLLECTION
F FICTION


DON'T FORGET
DEWEY DECIMAL
SYSTEM
B
92
INDIVIDUAL
BIOGRAPHY
SC
STORY
COLLECTION
B
920
COLLECTIVE
BIOGRAPHY
F
FICTION
500
NATURAL
SCIENCE
200
RELIGION
100
PHILOSOPHY
300
SOCIAL
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APPLIED SCIENCE
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LITERATURE
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HISTORY
REFERENCE
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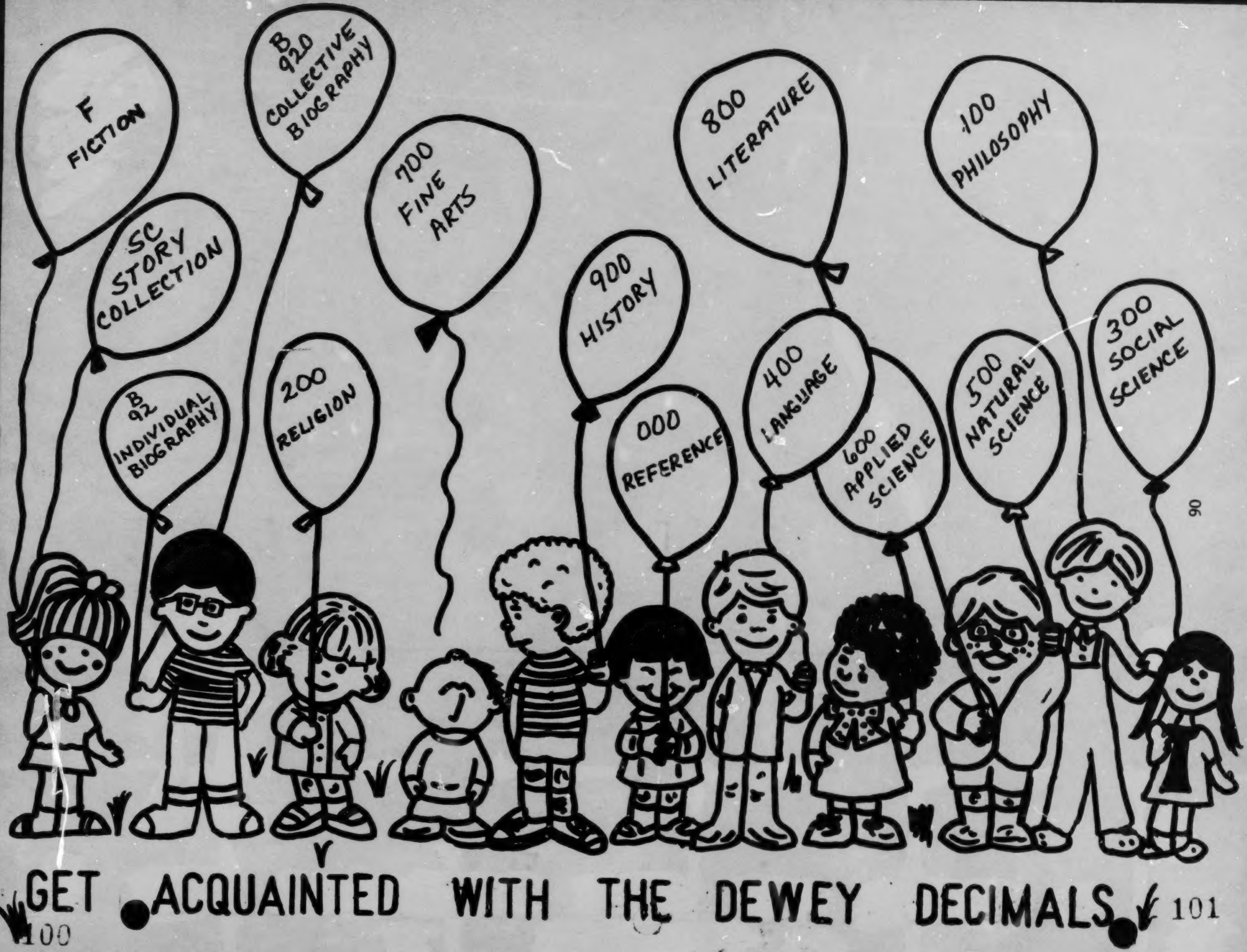
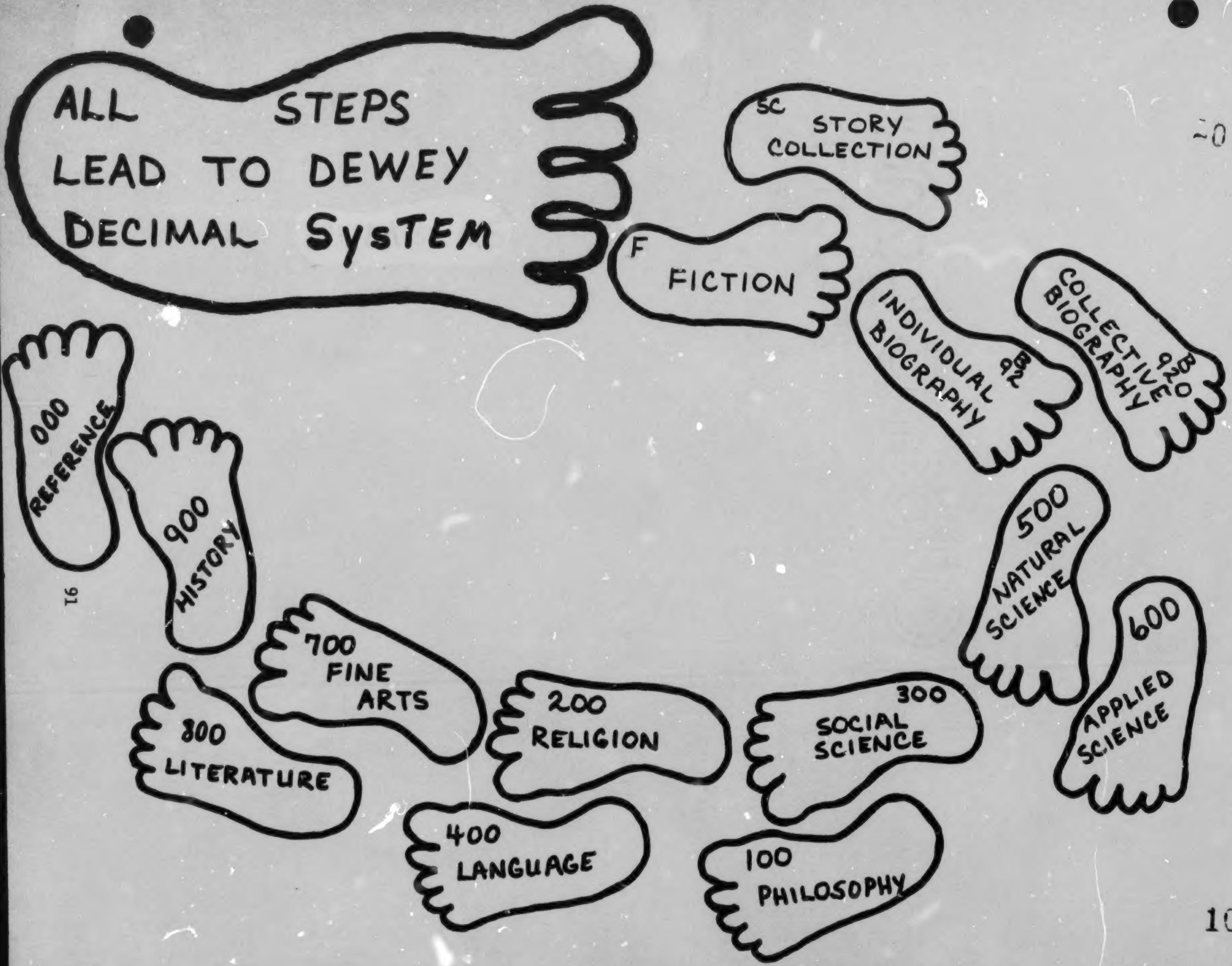

F FICTION
SC STORY COLLECTION
B 920 COLLECTIVE BIOGRAPHY
700 FINE ARTS
B 92 INDIVIDUAL BIOGRAPHY
200 RELIGION
900 HISTORY
000 REFERENCE
800 LITERATURE
400 LANGUAGE
600 APPLIED SCIENCE
100 PHILOSOPHY
500 NATURAL SCIENCE
300 SOCIAL SCIENCE
GET ACQUAINTED WITH THE DEWEY DECIMALS

90

100

101


ALL STEPS
LEAD TO DEWEY
DECIMAL SYSTEM
SC STORY COLLECTION
F FICTION
INDIVIDUAL BIOGRAPHY B 92
COLLECTIVE BIOGRAPHY B 920
000 REFERENCE
900 HISTORY
500 NATURAL SCIENCE
600 APPLIED SCIENCE
700 FINE ARTS
800 LITERATURE
200 RELIGION
300 SOCIAL SCIENCE
400 LANGUAGE
100 PHILOSOPHY

CLUE CARDS

Materials:

1. Call number, definition and shelving directions of each Dewey category printed on heavy poster board.

2. Illustrate each clue card if desired.

3. Use one color for fiction, a different color for non-fiction.

F FICTION
Alc
A MADE-UP STORY
Shelved alphabetically by author

500 NATURAL SCIENCE
Tre
THINGS THAT EXIST NATURALLY
Water, Stars, Weather, Animals, Plants, Rocks,
Air, Energy, Sound, Electricity, Light

Activities:

1. Place signs above appropriate category shelves after introducing that Dewey category.

2. Add the sign as each category is introduced.

3. Leave in place until Dewey Decimal System has been studied.

Contents:

FICTION
A made-up story. Shelved alphabetically by author.

SC SHORT STORIES
A collection of several short stories (fiction) shelved alphabetically by author.

NON-FICTION
Are marked with a number and the first three letters of the author's last name. Shelved in numerical order, then by author.

REFERENCE
Miscellaneous facts. Encyclopedias, books about books and libraries, indexes, almanacs, yearbooks, atlases are kept in reference section.

100 PHILOSOPHY
Man's feelings and actions. Personality, behavior and emotions.

200 RELGION
Man things about God. Bible stories and myths.

300 SOCIAL SCIENCE
How groups live together. Government (postal or military services, laws), community life, United Nations, fairy tales, holidays, manners, communication.

400 LANGUAGE
How people communicate. Dictionaries, books about words, foreigh languages.

500 NATURAL SCIENCE
Things that exist naturally. Stars, weather, animals, plants, rocks, water, air, energy, chemical elements, sound, electricity, light, mathematics.

600 APPLIED SCIENCE
Things man has done with natural elements. Inventions, medicine, machines, nursing, safety, health, space flight, agriculture, mining, manufacturing.

700 FINE ARTS
Using leisure time. Architecture, music, art (painting, sculpture, crafts), recreation (games, sports, fishing, camping, puzzles, riddles).

800 LITERATURE
Record of man's thoughts. Poetry, plays, jokes, stories.

900 HISTORY
Story of people, events, places. History, geography, travel, atlases.

B 92 BIOGRAPHY
A true story about a real person. Shelved alphabetically by last name of person written about.

B 920 COLLECTIVE BIOGRAPHY
A collection of true stories about several people. Shelved alphabetically by author.

WHICH DEWEY IS THIS?

Materials:

1. A number of cards with typed (primary type) non-fiction titles (subject heading should be in the card catalog file) in which clues to the subject are evident. Each card is numbered and laminated.

2. Small felt tip pens and damp cloth or sponge.

Activities:

1. Each player draws a non-fiction title card and writes the Dewey classification on the back with small felt tip pen. Use the card catalog file if necessary. Check all Dewey numbers aloud. First player or first team finished with all classifications correct wins.

2. Each student in a group takes a marked card. A student from an opposing team asks for a book about trains, racing, Bible stories, etc. A student who holds such a title card says "Dewey number?". If the asker can give the Dewey number, he gets the card. Erase the Dewey numbers before storing the cards.

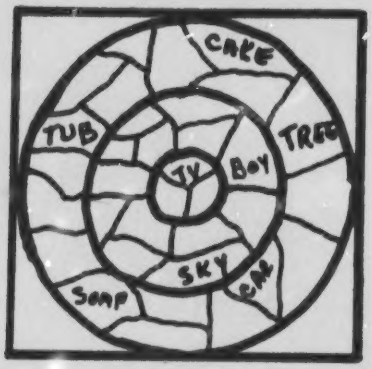
Contents:

1. ACT IT OUT
2. TWELVE DANCING PRINCESSES
3. TRUE BOOK OF REPTILES
4. PENGUINS
5. LET'S FIND OUT ABOUT BOATS
6. GRASSHOPPERS AND THEIR KIN
7. FIND THE CONSTELLATIONS
8. GRIMM'S FAIRY TALES
9. PREHISTORIC ANIMALS
10. THE FIRST BOOK OF AIRPLANES
11. THE BIG BOOK OF TRAINS
12. THE GOLDEN BOOK OF POETRY
13. ABE LINCOLN GROWS UP
14. FESTIVALS OF JAPAN
15. FEELINGS
16. OUCH! A BOOK OF CUTS AND OTHER HURTS
17. OUR CHANGING CLIMATES
18. NOAH'S ARK
19. LOOK TO THE NIGHT SKY
20. OUR DIRTY AIR
21. QUESTION AND ANSWER BOOK OF SPACE
22. THE WORLD OF ROCKETS
23. DAYTONA 500
24 HOMING PIGEONS
25. PILGRIMS KNEW
26. TALL TALE AMERICA
27. LEGEND OF THE WILLOW PLATE
28. LIZARD TAILS AND CACTUS SPINES
29. ALL KINDS OF AIRPLANES
30 WORLD OF PLANTS
31. ELECTRICITY IN YOUR LIFE
32. WHAT WE EAT
33. CODES AND MYSTERY MESSAGES
34. YOUR POLICE
35. LIGHTNING AND THUNDER

DEWEY DARTS

Materials:

1. One 36" square of celotex with wide Mystic tape placed around edges.
2. Large nouns, cut from magazines, pasted on concentric circles.
3. Three darts.



Activities:

1. Select two teams and time keeper.
2. One player throws dart at board.
3. Within five seconds, tells which Dewey division a book about that subject would be in — 500, 300, 700, 900.
4. Team getting most correct answers wins.

HOW? HERE? WHERE?

Materials:

1. Large placards concerning Dewey Decimal System, card catalog and shelf arrangement with sequenced questions written on them. Each is numbered to sequence this review activity.
2. Cards and strips for titles, Dewey numbers, etc. for the shelf arrangement part.

Dewey Decimal System

Give the class name for the 200's.
What are such books about?
(2)

Card Catalog

Name one kind of card and tell how you can recognize it.
(3)

Shelf Arrangement

Tell the classification of a true book about a real person. How are such books put on the shelf?
(5)

Activities:

1. Players take one of the question placards on one of the three subjects.

2. In order, questioners read their question then choose a person to answer that question.

3. Discuss the answers if necessary.

Contents:

Card Catalog Questions

1. What is the card catalog?
2. What kinds of cards are in the card catalog?
3. Name one kind of card and tell how you can recognize it.
4. Name another kind of card and tell how you can recognize it.
5. Name a third kind of card and tell how you know it is that kind.
6. How are the cards arranged in the card catalog?
7. Are there cards for anything besides books in the card catalog? Explain.
8. How do you know which drawer of the card catalog to look in to find what you want to know?
9. How are subject headings written? Tell two ways.

Dewey Decimal System Questions

1. How many different classifications does the Dewey Decimal System have?
2. Name the different classifications of the Dewey Decimal System.
3. Tell what kind of information is in each of the Dewey Decimal classifications.
4. How many special groups of books have been pulled out of the Dewey Decimal System and marked and shelved separately?
5. What kind of books are in each of these groups that have been pulled out and shelved separately?
6. Tell the number of some subdivisions of the 700's. What kind of information is each about?
7. Name the number of some subdivisions of the 300's. What kind of information is each about?
8. Tell the number of some subdivisions of the 500's. What kind of information is each about?
9. What other facts about the Dewey Decimal System do you think are important?

Shelf Arrangement Questions

1. What does the letter F stand for in the library, and on the spine of a book? How are these books arranged on the shelf?
2. What does SC stand for, and what kind of information is in the book?
3. Tell what you know about numbered books. How are these books arranged on the shelf?
4. Are all numbered books factual? Which are not? How are they arranged on the shelf?
5. Tell the classification of a true book about a real person. How are such books put on the shelf?
6. How do the B 920's differ from the B 92's? How are they arranged on the shelf?
7. How do you know where each classification begins on the shelves?
8. Give the class name for the 100's.
9. Give the class name for the 200's. How are they arranged on the shelf?

100'S STRATEGIES

Activities:

1. Distribute line faces with no mouth shown and ask students to complete the portrait. Discuss why just a line suggests different feelings.

2. Show old calendar pages illustrated with baby pictures. Talk about how each looks. Why does he feel that way?

3. Draw yourself mad, sad, glad. What makes the difference?

4. Discuss how a person feels when the ball game was won. Lost? When riding the roller coaster? Losing that favorite kite? Hearing that a friend broke his leg? Reading a cartoon?

5. Introduce the word emotions which is another word for feelings. Discuss how the senses trigger the emotions.

6. Ask students to analyze this statement "How a person usually reacts to his emotions make him have qualities which make him slightly different from all other persons and these distinctive qualities make up his personality."

7. Explore some of the books in the 100's which are about what man thinks about himself.

8. Play the song "Feelings" as a prelude to discussing how we feel about different things.

9. Let each student complete this statement "I have a freind who is ______, ______, ______." Dependable? Kind? Patient? Cheerful? Despondent?

10. Write a paragraph describing your favorite person. Physical characteristics or dress are not to be included.

11. Locate several poems that depict how people feel.

12. Find two or three poems which depict the same feelings and examine how each poet handles this same emotion.

13. Write a stanza about emotions in general or a particular one.

14. Talk about how a person can change his feelings if he thinks they are not as they should be. Remind each other that having feelings is natural and that everyone has them. Understanding feelings and channeling them into productive directions make persons more mature, happier and a benefit to others.

15. Listen to several different music excerpts a few minutes. Let several children tell how it makes them feel - sad? frightened? happy?

    Explain that books have been written about different ways people feel when they hear various sounds.

16. Show 6-12 pictures of people to the group. Let several children tell how it makes them feel as each picture is shown a second time.

    Explain that books have been written about how different things people see make them feel sad, glad, afraid, angry.

17. Show enlarged cartoon characters (by Ed Emberley) with a different expression on each face as anger, happiness, sadness and scorn.

    Let students comment on how each face looks.

18. Read My Grandson Lew by Zolotow and let students tell how they feel at different times and why.

    Show the books about how people feel that this library owns.

19. Ask students to write down some personality traits (not physical) they possess. Lead the group to discuss various people they know and the first trait they think of when that person is named or they see that person. Use titles as neighbor, friend, boy, uncle, girl, mother but do not use actual names.

    Read I Know What I Like by Simon or I Really Like Myself by Kottler and let each student add two lists to his own personality traits - "I like" and I do not like". Then read parts of The Hidden You by Alexander and encourage student comments.

20. After studying about what kind of information 100's books contain, let students put their thumprint on one end of a 1" x 4" strip of light colored Bristol board, draw a face on it and sign it lengthwise on the opposite side or below the thumbprint. Keep these, laminate them and let students pick up their own bookmark on their next library visit. If the library owns an instant laminator, the bookmarks may be laminated as they are completed.

200'S STRATEGIES

Myths began as explanations of the origins and causes of things about which people were uncertain. Many had religious significance. Some came close to reality and refer to the history, heroes and customs of the people who developed them.

Activities:

1. Read a simple myth to the class while showing slides, made with the Visualmaker, of the book illustrations. (Daedalus and Icarus, King Midas)
2. Act out a myth as King Midas, Persephone, Philemon and Baucus.
3. Read the myth about Pandora. Find five headlines that illustrate present day "Pandora plagues". Paste the headlines as if escaping from a large slightly opened box on a poster. Find one headline that could be classified as "hope". Paste on a plain small piece of paper, crush slightly and pin at the bottom of the box on the poster.
4. Suppose you are a tribe's Wise Man and have been asked several questions. Create a myth as an answer to one of these questions.
5. Write a myth to explain why your tribe was fortunate enough to live in these mountains.
6. Compose a myth in which one god takes action against another. Be sure to establish the responsibilities of each god and the outcome of their conflict.
7. Read ten myths and find current ads implying the meaning of each myth (Mercury radiator decoration, winged man's headgear, blind justice holding balance scales). Make a poster of these items or display as three dimensional objects.
8. Read five Greek myths, five Roman myths and five from some other country. Discuss the similarities with three friends.
9. Read a creation myth from three different cultures and compare them.
10. Many myths were explanatory about how some phenomenon came to be. Find three of these.
11. Read several myths from different countries in which gods are represented as some type animal. Discuss these with a committee.
12. Write a myth about some imaginary creature or hero.

13. Learn these commonly known gods and goddesses of Greek and Roman mythology. Have a quiz program after studying this list.

GREEK	ROMAN	TITLE
Zeus	Jove or Jupiter	King of the Gods
Hera	Juno	Goddess of women
Kronos	Saturn	God of time and agriculture
Poseidon	Neptune	God of the sea
Ares	Mars	God of war
Apollo	Apollo	God of the sun and youth
Hades or Pluto	Dis	God of the underworld
Eros	Cupid	God of love
Dionysus	Bacchus	God of the vine
Athena	Minerva	Goddess of wisdom
Aphrodite	Venus	Goddess of love and beauty
Artemis	Diana	Goddess of the moon and the hunt
Demeter	Ceres	Goddess of agriculture
Hermes	Mercury	Messenger of the gods
Hephaestus	Vulcan	God of fire
Hestia	Vesta	Goddess of home and hearth

14. Read 10 verses of scripture from three different translations of the Bible. Notice the wording of each.

15. Read a familiar Bible story (Noah's ark, David and Goliath, Samuel) from the Bible and then from a Bible story collection. Compare to see if the main ideas have been preserved in the story form.

16. Skim a book about various religions or a book about four of the world's major religions. Discuss interesting items with a friend.

17. Make a chart of the leading relgions in the world, showing the main beliefs of each.

300'S STRATEGIES

Activities:

1. Discuss why people have holidays and why they are in the 300's.
2. Discuss specific ones as celebrated in most countries. (Christmas, Halloween, Hannukkah, Valentine Day, New Year's, Rosh Hashana)
3. Listen to cassette with three minutes of holiday sounds on it and identify each holiday represented. List the clues which distinguished each holiday.
4. Construct a collage representing a holiday to be displayed in the LRC.
5. Find out as many different ways the same holiday is celebrated in various countries.
6. Discuss holidays not universally observed as Thanksgiving Day, July 4, May 5, patriot's birthdays, etc.
7. Discuss the customs in several countries (greetings, visiting, goodbyes). Show how these customs become the "manners" of a group in a society and are therefore in the 300's.
8. Discuss rules and their purpose (safety, home, school, office). Let groups draw up 3-5 simple library rules.
9. Discuss that the "rules" of a whole state or country are known as laws (taxes, traffic regulations, food standards, military and postal services). Each examine a book on one of these subjects.
10. Explore the work of community helpers — police, firemen, postmen, etc.
11. Collect used stamps in a bowl and use as a springboard for government services found in the 300's. Students may choose any stamps they wish and find out the story behind each. Research the service or event depicted on the stamp and report to the class.

FAIRY FOLK AND FABLES

Activities:

1. Read well known fairy tale. Discuss how fairy tales are told to young children in every country, the same tale with different details as a part of their culture.

2. Read a fairy tale, then listen to the cassette at a listening station or carrel. Reread and decide if the story has more meaning and/or pleasure after listening.

3. Listen to several tapes of fairy tales or folk tales told by outstanding readers as Augusta Baker, Ann Pellowski, Ruth Sawyer.

4. Students read many fairy tales and tell to a group.

5. After reading a fairy tale, let student draw for characters and act out with simple props.

6. After introducing some books about American folk heroes, ask for volunteers to draw their version of these people. Using a large U.S. map put these figures on display in library.

   Examples:

A-Puk-een-a the great hunter	Alaska
Annie Oakley	West
Buffalo Bill	Colorado, Montana
Calamity Jane	West
Casey Jones	South
Daniel Boone	Kentucky
Davy Crockett	South
Jean Lafitte	Louisiana
Jim Bowie	Texas and Louisiana
John Henry	West
Mike Fink	Upper Mississippi Valley
Paul Bunyan and the Blue Ox	Minnesota
Pecos Bill	Texas
Rip Van Winkle	New England
Windwagon Smith	Plains States

7. Read a well-known fable, discuss how some people act the same way.

8. Read at least 15 fables then listen to some on tape. Does the narrator interpret each fable as you did when you read it?

9. Write an original fable. Share with class.

10. Read the recently written Fables by Arnold Lobel to see if they resemble ones written many years ago by Aesop.

400'S STRATEGIES

In order to communicate man devised organized forms of recording events and sending messages. Various groups of people have maintained different ways of speaking and writing down through the centuries. Learning these makes it possible to share ideas with people all over the world.

Activities:

1. Say "good morning" or "hello" in several languages to students. Explain each. Discuss why people say things differently.
2. Teach students several parts of the body, foods, members of a family, numbers, Merry Christmas, Happy New Year, please and thank you in a foreign language or several languages. Discuss why it is necessary to have a list (dictionary) of the way different groups of people say the same thing.
3. Ask where we got the words: chili, fiesta, coupe, waltz, radio, rodeo, garage, lariat, sandwich, etc.
4. Investigate several books that tell the story of words we use every day such as Words by Ernst.
5. Examine several alphabet books to enjoy the beauty of the letters.
6. Explore a book about how the alphabet which we use developed.
7. Try some picture writing by telling of some experience. See if a friend can interpret it.
8. Shape some clay into a square and dry it thoroughly in the hot sun. Try "writing" on it with some sharp instrument as a small screw driver imitating cuneiform meaning wedge. The instrument originally used was wedge shaped.
9. Get the art teacher to help you print a brief verse using a certain type of lettering.
10. Have a quiz about the stories of words several times until everyone learns the story of some interesting words. Illustrate three words with a story.
11. Tell the person next to you something but use no words.
12. Tell a friend what you did last night. Use only nouns and verbs.
13. Tell what you did last week but use pictures only.
14. Write a story with key words shown only by simple pictures throughout the story. This type communication is called a rebus.

500'S STRATEGIES

Activities:

1. Get volunteers to empty pocket or purse. As they hold up each item, a friend asks how they got it (made it, found it, bought it, received it as a gift). Discuss how some things exist naturally and others are made by man.

2. Students look outside and name things they see from nature. Books on display are checked after discussing.

3. Have a shell or rock display to promote 500's after the content is discussed.

4. Read several poems about the chosen season. Students discuss how this season makes them feel. Play appropriate music. Students find other poems about that season and share them later.

5. Investigate the books the library has about seasons, trees, plants, insects, nature study, etc. and learn their classification well enough to find any book needed.

6. Gather and display leaves, twigs, insects, cocoons, flowers available at that season. Each student prepare a slide arranging signs of the season under the Visualmaker. When slides are developed, committees arrange them for projection, write a script, select music to accompany their slide cassette presentation. Decide on a name, sequence, placement of music and text and practice before the final production. Add to AV collection in LRC.

7. Find out about seasons in three countries in another hemisphere. Make a visual presentation of the facts learned.

8. Write a paragraph about a favorite pastime during this season.

9. Make a collection of at least forty objects (several of the same kind) which exist naturally: rocks, seed pods, shells, small trees (seedlings), animals (stuffed, plastic or glass), feathers, soil samples, plants. Let the students group like things together.

   Discuss how each small group is alike and how the entire display is related. Pull 500's books from the shelf as you talk to demonstrate how books about natural science are marked and shelved together. Encourage reading a book in this area this week.

600'S STRATEGIES

Activities:

1. Divide the group into five or six small groups. Each group decides what domestic animal they want to represent. By turns each group imitates their chosen domestic animal. Entire group sings "Old McDonald Had a Farm".

2. Using articles in the box of "stuff", make something original. Show the group and say "I made it. It's Applied Science, a 600!"

3. Discuss these situations:

    A. How could a person move a huge boulder?

    B. After the bicycle tire is repaired, what will fill it with air if you are three miles from any building?

    C. If little brother swallows a safety pin, how can the doctor see its location?

    D. Who takes a patient's temperature in the hospital?

    E. What does man do with the land to benefit himself?

4. Talk about these questions:

    A. How does the farmer get water to the garden if there is no rain?

    B. What can be made of dirt?

    C. What does man use the leaves, roots, bark and juice of some plants for besides food?

    D. Why was Cyrus McCormick called the reaper man?

    E. How did man get to the moon?

    F. What invention is most useful to studying when night comes?

5. Why are books about agriculture, trains, cars, and the fishing industry in the 600's?

6. Why are books about dogs, cats, geese and cattle classified as 600's? Bring a snapshot of you and your pet to share with your classmates.

7. Name a dozen inventors who have discovered ways to use earth's natural elements to make life easier for man.

8. Name an invention and let a friend tell the person who put this improvement into practical form. Use reference sources if necessary.

9. Find six inventors who worked out a number of inventions and list each under the name of its inventor.

10. List what you consider the five most important inventions of all time. Which one do you think is most useful to man? Why?

11. Ask each student or small group of students to choose an object from a collection of rocks, seed pods, tree seedlings, stuffed plastic or glass animals, feathers, weeds, soil samples, dried leaves, ferns, cacti, cotton balls, pine cones which have previously been used to introduce the 500's. Write the name of the object at the top of the page, then list things that man makes from the natural objects.

    Examples: Rocks into arrowheads, yard fences; seed pods into beads, flower arrangements; trees into furniture; feathers into pillows and comforters; wild rabbits into pets.

    Students move from list to list until each has looked at all lists.

    Students move from list as music is played, stop when music stops and write on small pieces of paper inventions from the list where they are then standing. Look up a subject in card catalog, then find the book on the shelf. Everyone check out a 600's book to read. Titles may be traded before checking out time.

12. Let students glue a dry leaf to a 3" x 7" strip of colored Bristol board, sign it and then laminate it for a 600's book mark.

13. Introduce 600's by showing several inventions on the opaque or overhead projector from Weird and Wacky Inventions by Jim Murphy.

14. Out of scrap materials, "invent" a machine and name it. Display it and explain its uses. Class decides on the three most creative devices. Take a picture of all the inventors.

15. Recall the items used in discussing the 500's and make charts of the things man makes from at least ten of them. (Trees - lumber, resin, furniture, telephone poles, etc.)

700'S STRATEGIES

Activities:

1. Name favorite leisure-time activities. See how many of these can be located in the 700's in this library.
2. Lead a catchy song (a round, a folk song) with the group. Then discuss the inclusion of songs as a part of leisure-time activities. (700)
3. Divide into small groups and practice songs to be sung on next visit to library accompanied by a guitar, violin, harmonica, accordian, etc. (Work songs, chanteys, paddle, railroad or humorous ones).
4. Perform a magic trick and discuss this subject as a 700. Others share a trick with the class.
5. Display hobbies of students. Let students tell about their hobbies in 5-10 sentences.
6. Display crafts made in crafts class to emphasize 700's.
7. Share part of a riddle book. Ask students to bring their own riddles to share with others.
8. Tell a joke with a partner, each taking a character part.
9. Ask a riddle before he goes to the shelves to select a new title to check out.
10. Write original or favorite riddle on small duplicated sheets and put in Riddle Nook for others to enjoy.

700 FOR FUN

Materials:

1. Many pieces of scrap paper and felt tip pens.
2. Laminated fun-time activity cards whose shape suggest the sport.
3. Laminated Dewey number cards for each of the sports in 2.

Activities:

1. Those on one side of the table stand up and tell what each likes to do for fun.
   Each quickly writes his choice with felt tip pen on a piece of scrap paper and holds up.
   Later each locates Dewey number in card catalog and writes it on another strip of paper and shares with all of class.

2. Choose one of the printed fun-time activity cards from the table. Find the correct Dewey number in the card catalog, then locate that number from the printed stack of Dewey numbers on the table.
   Lay these two bits of information together on the window ledge, on a table, or on the floor and wait for others to check.
   Replace information in proper piles. Reshuffle them. Repeat activity.

3. Half of students in the group choose a fun-time activity card and holding it in front of them, form an alphabetical circle for the other half to check for accuracy. If correct the first time, team may cheer "700 for fun."

4. Half of class will choose a Dewey number card and, holding the card in front of them, get into a line in numerical order. Other half of students check for accuracy. If correct the first time, team may cheer "700 for fun."

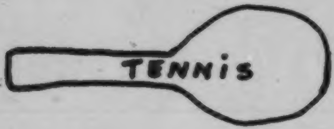
5. Choose a printed fun-time activity card, locate the 700 shelves, find a book on that recreational activity. A partner checks for accuracy.

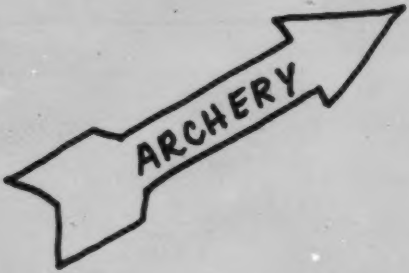
6. In card catalog, see how many books on that chosen subject are in this library.

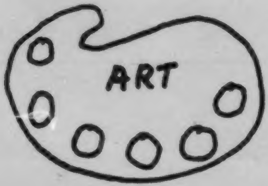
Contents:

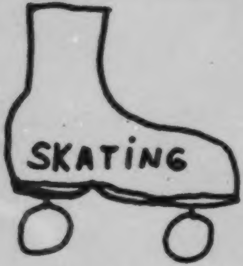
Fun-time Activity Cards

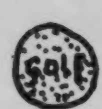
Acting
Archery
Art
Baseball
Basketball
Ceramics
Chess
Circus
Coins
Dancing
Fishing
Football
Golf
Hockey
Hunting
Karate
Magic
Music
Musical instruments
Painting
Parks
Parties
Photography
Puzzles
Riddles
Skating
Songs
Tennis
Track
Ventriloquism
Volleyball
Water skiing





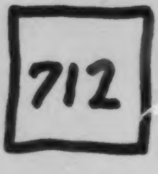


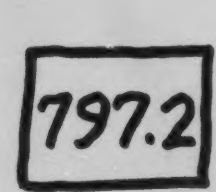


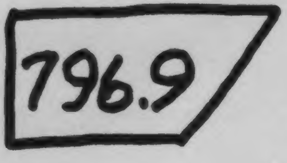


Dewey Number Cards

709
712
737
738
750
750
770
780
784
785
790
790
791
792
793
793
793
793
793
794
796
796
796
796
796
796.3
796.3
796.8
796.9
796.9
796.9
797.1
797.2
799.1
799.2
799.3







800'S STRATEGIES

Activities:

1. Read a brief selection from 811 poetry section. Explain that books with 811 are by American authors. Discuss the difference between a long story written in rhyme and a book of poems.
2. Read a selection from 821's and identify this as poetry by British poets.
3. Choose a favorite poem and pantomime it as it is read aloud.
4. Furnish copies of a brief poem and lead the group in reading it aloud.
5. Furnish copies of a brief poem and teach how to memorize a poem. Read it over, understand all words, reread to discover the main ideas, form words silently, whisper the words, whisper by rows, read aloud in small groups, read aloud by entire class. Each memorize brief poem which appeals and share in library at intervals until all get to say their poem.
6. Compile a booklet of poems you like. Illustrate.
7. Read a short play with a different person taking character parts.
8. Use cassette recorder to practice reciting poetry or play lines. Later, share with class in person.
9. Write and perform an original short play.
10. Share the names of poets and poems you remember.
11. Read the biography of a poet.
12. Have a "Poetry Party" where each person shares aloud a favorite poem or a particular type decided upon by the group (humorous, narrative) beforehand.
13. Read about haiku, then write several such poems.
14. Find several poems on the same subject and compare how each poet expressed thoughts about this subject.
15. Locate the beginning lines of several limericks, think up new lines to finish them.
16. Write limericks about current events.
17. Listen to taped poems read by professional readers.

18. Collect samples of narratives (story poems) and ballads (lyric poetry with a musical pattern) which appeal to you.

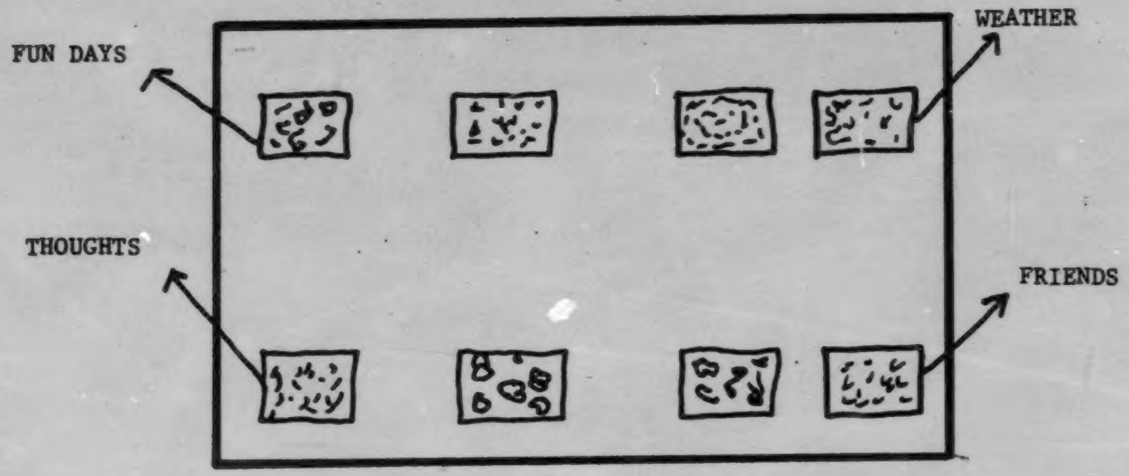
19. POETRY POCKETS

Materials:

A. Poems collected from various sources and glued to 3" x 5" cards. If possible, use poems written by children.

B. Make the poetry frame from an old picture frame with burlap as the backing. Make pockets out of gaily flowered material starched stiffly. Pockets should be sized to fit the 3" x 5" cards. Attach pockets to burlap with a subject heading on each pocket. Subject headings may be changed.

For example:



Activities:

A. Each student chooses a poem from the stack of cards. He then reads the poem silently in order to know all the words. Librarian asks each student to read his poem aloud but not to tell the name of the poem. The student reading the poem places the card in the pocket chosen by the class. Each student is called on to read his poem aloud.

B. Assemble another set of poetry cards more difficult than the first and use the same way.

900'S STRATEGIES

A STORY, A STORY

Materials:

1. Music on a cassette
2. Blank pieces of paper
3. Large signs for main classifications (items underlined in Contents)
4. Smaller signs for sub-divisions

RIVERS	CITIES	STATES
Nile River	Genoa	Idaho
Ohio River	Dallas	Florida
Rhone River	Juarez	Texas

Activities:

1. Listen to the music beginning "Faraway places with strange sounding names..."
   Choose an item (countries, continents, states, cities, rivers, islands, historical eras...). Write it down on paper. Tell what you chose and say, "I'd like to read about "China", if you chose "countries". Find the Dewey classification in the card catalog for your China wish and write it down to show the group.

2. All people having the same type "faraway places with strange sounding names" (cities, regions, states...) get in a group, share Dewey numbers, and each tell one interesting idea about each place or thing. Hold up the proper sign (rivers, states ...) for group.

3. Hold up a printed category placard and, by gesture or quiet consultation, get the other students who have suitable subjects to join in a "demonstration" around the room, showing the Dewey classification on the big banner with the appropriate subject holders following.

4. Using only state placards, match capitals.

5. Using country placards only, pick out cities in that country.

6. Using only country placards, match capitals.

Contents:

Dewey Decimal Numbers

914.1
914.6
915
915.2
916
916.6
917
917.1
917.1
918.1
919.4
940.1
942
950
954
956
957
962
972.9
973.2
973.7
974
974.7
975.3
976.3
976.4
977
977.1
977.3
978
978.3
978.9
979.2
979.4
979.7
980
981
985
986.6
986.4
996
998

Rivers

Columbia River
Mississippi River
Nile River
Ohio River
Rhone River
Shannon River
Amazon River

Regions

Far East
Middle East
New England
Orient
Polar Regions
Siberia
The West

Islands

Bahama Islands
Haiti
Hawaiian Islands
Padre Island
Philippine Islands
Tahiti

Continents

Africa
Asia
Australia
Europe
South America

Historical Events

Civil War
Texas Revolution
Declaration of Independence
Battle of the Bulge
Boer War
Treaty of Ghent

Historical Eras

Middle Ages
U.S.-Colonial Life
Roaring Twenties
Renaissance
The Reformation
Prehistoric Times

Cities (Foreign)

Acapulco, (Mexico)
Alexandria (Egypt)
Calcutta (India)
Cannes (France)
Amsterdam (Netherlands)
Edmonton (Canada)
Genoa (Italy)
Istanbul (Turkey)
Johannesburg (Africa)
Juarez (Mexico)
Monterrey (Mexico)
Montreal (Canada)
Piedras Negras (Mexico)
Tampico (Mexico)
Toronto (Canada)
Vancouver (Canada)
Venice (Italy)
Veracruz (Mexico)

Cities (U.S.)

- Abilene
- Ada
- Albuquerque
- Alexandria
- Amarillo
- Ann Arbor
- Ardmore
- Ashland
- Aspen
- Atchinson
- Athens
- Bangor
- Baltimore
- Battle Creek
- Beaumont
- Billings
- Biloxi
- Boulder
- Bozeman
- Brownsville
- Buffalo
- Butte
- Cario
- Calumet
- Cape Girardeau
- Carlsbad
- Cedar City
- Cedar Rapids
- Chattanooga
- Chicago
- Chickasha
- Clarksville
- Clovis
- Corvalis
- Council Bluffs
- Dallas
- Davenport
- Decatur
- Denton
- Dubuque
- Duluth
- Durango
- Eau Claire
- El Paso
- Elgin
- Emporia
- Enid
- Eugene
- Evansville
- Fargo
- Fayetteville
- Flagstaff
- Flint
- Fort Collins
- Fort Dodge
- Fort Smith
- Fort Wayne
- Fremont
- Galesburg
- Gallup
- Grand Forks
- Grand Rapids
- Greely
- Green Bay
- Green River
- Hannibal
- Hattiesburg
- Hobbs
- Hot Springs
- Houston
- Huntsville
- Iowa City
- Joliet
- Jonesboro
- Joplin
- Kalamazoo
- Kansas City
- Kearney
- Keokuk
- Klamath Falls
- Knoxville
- Kokomo
- La Crosse
- La Junta
- Lafayette
- Lake Charles
- Laramie
- Las Cruces
- Las Vegas
- Laurel
- Lawton
- Leavenworth
- Lewiston
- Logan
- Los Angeles
- Louisville
- McAlester
- McAllen
- Memphis
- Meridian
- Miami
- Middlesboro
- Milwaukee
- Minneapolis
- Mobile
- Moline
- Monroe
- Muncie
- Nampa
- Natchez
- Needles
- New Orleans
- New York City
- Norfolk
- Ogden
- Omaha
- Orlando
- Oshkosh
- Owensboro
- Palm Springs
- Pasadena
- Pecos
- Pendleton
- Pensacola
- Peoria
- Pine Bluff
- Pocatello
- Ponca City
- Pontiac
- Provo
- Pueblo
- Quincy
- Rapid City
- Raton
- Reno
- Riverside
- Rochester
- Rock Island
- Roswell
- Saginaw
- St. Cloud
- St. Joseph
- St. Louis
- San Angelo
- San Diego
- San Francisco
- San Jose
- Savannah
- Scottsbluff
- Seattle
- Selma
- Sioux City
- Sioux Falls
- Shawnee
- Sheridan
- Sherman
- Shreveport
- South Bend
- Spokane
- Sterling
- Superior
- Sweetwater
- Tacoma
- Tampa
- Terre Haute
- Texarkana
- Trinidad
- Tulsa
- Tuscon
- Twin Falls
- Vail
- Vicksburg
- Victoria
- Wichita
- Wichita Falls
- Winnemucca

Countries (Capitals)

Algeria (Algiers)
Argentina (Buenes Aires)
Bolivia (La Paz)
Brazil (Rio de Janeiro)
Canada (Ottawa)
Chile (Santiago)
China (Peking)
Colombia (Bogota)
Cuba (Havana)
Czechoslavakia (Prague)
Denmark (Copenhagen)
Ecuador (Quito)
Egypt (Cairo)
Ethiopia (Addis Ababa)
France (Paris)
East/West Germany (East Berlin/Bonn)
Great Britain (London)
Greece (Athens)
Guatemala (Guatemala City)
Guiana (Georgetwon)
India (New Delhi)
Iran (Teheran)
Italy (Rome)
Japan (Tokyo)
Kenya (Nairobi)
Liberia (Monrovia)
Libya (Tripoli)
Mexico (Mexico City)
Morocco (Rabat)
Netherlands (Brussels)
Nigeria (Lagos)
Norway (Oslo)
Panama (Panama City)
Paraguay (Asuncion)
Peru (Lima)
Poland (Warsaw)
Rumania (Bucharest)
Russia (Moscow)
Saudi Arabia (Riyadh)
South Africa (Capetown)
Spain (Madrid)
Switzerland (Bern)
Turkey (Ankara)
Uganda (Entebbe)
United States (Washington, D.C.)
Uruguay (Montevideo)
Venezuela (Caracas)
Yugoslavia (Belgrade)

States (Capitals)

Alabama (Montgomery)
Alaska (Juneau)
Arizona (Phoenix)
Arkansas (Little Rock)
California (Sacramento)
Colorado (Denver)
Connecticut (Hartford)
Delaware (Dover)
Florida (Tallahassee)
Georgia (Atlanta)
Hawaii (Honolulu)
Idaho (Boise)
Illinois (Springfield)
Indiana (Indianapolis)
Iowa (Des Moines)
Kansas (Topeka)
Kentucky (Frankfort)
Louisiana (Baton Rouge)
Maine (Augusta)
Maryland (Annapolis)
Massachusetts (Boston)
Michigan (Lansing)
Minnesota (St. Paul)
Mississippi (Jackson)
Missouri (Jefferson City)
Montana (Helana)
Nebraska (Lincoln
Nevada (Carson City)
New Hampshire (Concord)
New Jersey (Trenton)
New Mexico (Santa Fe)
New York ((Albany)
North Carolina (Raleigh)
North Dakota (Bismarck)
Ohio (Columbus)
Oklahoma (Oklahoma City)
Oregon (Salem)
Pennsylvania (Harrisburg)
Rhode Island (Providence)
South Carolina (Columbia)
South Dakota (Pierre)
Tennessee (Nashville)
Texas (Austin)
Utah (Salt Lake City)
Vermont (Montpelier)
Virginia (Richmond)
Washington ((Olympia)
West Virginia (Charleston)
Wisconsin (Madison)
Wyoming (Cheyenne)

THESE UNITED STATES

Materials:

1. Colored, laminated cards with the name of the fifty states and the call number typed on them.
2. Paper to write on.
3. List of fifty states in Dewey numerical order to be used as an answer sheet.

Activities:

1. Draw a state card, locate a book about that state on the shelf. See if there is more than one title on the same state. Check the call numbers to see if they are alike.
2. Check the copyright dates. Are they less than five years old? Make a mark for each title which is less than five years old (~~1111~~ 1).
3. What number represents Florida? Would these books come before or after Wisconsin?
4. Montana is marked ______. Is this before or after those on Idaho?
5. Which section has larger numbers; the West Coast or New England?
6. How much larger is the number for Texas than that for Louisiana? Virginia? Iowa? Delaware? Connecticut? Georgia?
7. Take all the 50 cards and put them in numerical order.
8. On the shelf would Alaska be near the end or near the beginning of the group of books?
9. If books about Oregon, South Carolina, Illinois, Hawaii, Mississippi, Rhode Island and Pennsylvania were lined up correctly on the shelf, would Oklahoma be to the right of them?
10. What are the call numbers for each of the states which border Kansas?

Contents:

The history number is used here because that seems to be the chief emphasis in most books for younger students.

Alabama	976.1
Alaska	979.8
Arizona	979.1
Arkansas	976.7
California	979.4
Colorado	978.8
Connecticut	974.6
Delaware	975.1
Florida	975.9
Georgia	975.8
Hawaii	996.9
Idaho	979.6
Illinois	977.3
Indiana	977.2
Iowa	977.7
Kansas	978.1
Kentucky	976.9
Louisiana	976.3
Maine	974.1
Maryland	975.2
Massachusetts	974.4
Michigan	977.4
Minnesota	977.6
Mississippi	976.2
Missouri	977.8
Montana	978.6
Nebraska	978.2
Nevada	979.3
New Hampshire	974.2
New Jersey	974.9
New Mexico	978.9
New York	974.7
North Carolina	975.6
North Dakota	978.4
Ohio	977.1
Oklahoma	976.6
Oregon	979.5
Pennsylvania	974.8
Rhode Island	974.5
South Carolina	975.7
South Dakota	978.3
Tennessee	976.8
Texas	976.4
Utah	979.2
Vermont	974.3
Virginia	975.5
Washington	979.7
West Virginia	975.4
Wisconsin	977.5
Wyoming	978.7

CHRONOLOGICAL ARRANGEMENT OF SUBJECTS IN HISTORY AS FOUND IN CARD CATALOG

1. Instructions:

Below is a list of possible subject headings from cards in the catalog. Arrange them in chronological order by writing 1 behind the subject which would be filed ahead of the others in the catalog drawer. Then write 2 behind the subject which is filed after number 1. Continue until all four subjects have numbers behind them indicating correct card arrangement.

U.S. - History - Civil War ________

U.S. - History - 1919-1933 ________

U.S. - History - Colonial period ________

U.S. - History - 1933-1945 ________

Put a circle around the letter of the correct answer

2. A time-line is

A. a line on a watch.

B. listing of events in the order they happen in a specific period of time.

C. the line on a thermometer.

3. Chronological order means to arrange events

A. by location

C. by dates

B. by numbers

D. by the alphabet

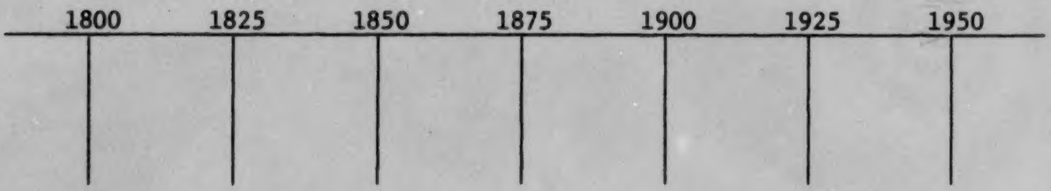
4. Below is a list of names and administration dates of four Presidents of the United States. Place the letter for each President on the time line in correct chronological order.

A. Theodore Roosevelt, 1901-1909

C. Dwight D. Eisenhower, 1953-1961

B. Abraham Lincoln, 1861-1865

D. Andrew Jackson, 1829-1837



INDIVIDUAL BIOGRAPHY STRATEGIES

TELEPHONE TACTICS

Materials:

1. Telephone books (one for each student)

Activities:

1. Discuss how people are often called by their job names.

2. In a local telephone directory, find as many of these career names as possible in ten minutes. List the name, how many persons have that surname and the guide words at the top of the page.

   Archer
   Baker
   Banks
   Barber
   Bishop
   Butcher
   Camper
   Carpenter
   Champion
   Cook
   Dean
   Diver
   Driver
   Dyer
   Farmer
   Fisher
   Gardner
   Goldsmith
   Hunter
   Joiner
   Judge
   King
   Leatherman
   Lord
   Merchant
   Miller
   Miner
   Monk
   Parker
   Potter
   Prince
   Rector
   Rider
   Sargent
   Sellers
   Shepherd
   Shoemaker
   Singer
   Skinner
   Sawers
   Weaver
   Workman

3. Your refrigerator needs to be repaired. Find a business in the Yellow Pages that will do this.

4. You need to see an eye doctor. How are they listed in the Yellow Pages?

5. You want to buy a motorcycle. How many dealers are listed in the Yellow Pages?

6. Your dog is sick and you need an animal doctor. How many are listed in the Yellow Pages?

7. You have bugs in your house and want to get rid of them. What could you look under in the Yellow Page Index?

PEOPLE WORTH KNOWING

Materials:

1. 25 3" x 5" cards with a familiar individual biography title and author typed on each.
2. Scrap paper the size of cards.

Activities:

1. Draw a card and write down the call number as it would appear on the spine.
2. Deal 10 cards to each of two players. Each puts them in shelf order. Players exchange places and check cards. One who finishes first and gets all cards in correct order may play the remaining cards in the stack and receive extra points.
3. Deal cards to two teams and let the entire team put the titles in shelf order. Teams switch and check. Then both teams put all titles in shelf order.
4. Each player on a team draws a card and at a given signal rushes to locate the book on the shelf, then holds up hand. First team to locate all books correctly wins and gets to tell the name of these "people worth knowing".
5. All players take a card. Players lay down a card in turn, then as other cards are played they are placed by a title which would sort the biographies into groups (nurses, Indians, authors).
6. See how many other biographies about these persons but by a different author this library owns.
7. Discover the life span of each of the persons above.

R

Contents:

Aaseng	BRUCE JENNER: DECATHLON WINNER
Aldis	NOTHING IS IMPOSSIBLE: THE STORY OF BEATRIX POTTER
Blassingame	FRANKLIN DELANO ROOSEVELT: FOUR TIMES PRESIDENT
Blassingame	SACAGAWEA: INDIAN GUIDE
Booker	SUSIE KING TAYLOR: CIVIL WAR NURSE
Bulla	POCAHONTAS AND THE STRANGERS
Bulla	SQUANTO: FRIEND OF THE PILGRIMS
Clark	BENJAMIN BANNEKER: ASTRONOMER AND SCIENTIST
D'Aulaire	ABRAHAM LINCOLN
Felton	JAMES WELDON JOHNSON
Foster	THEODORE ROOSEVELT
Judson	JOHN JACOB ASTOR
Lovelace	IKE EISENHOWER
McNeer	AMERICA'S MARK TWAIN
Mann	CLARA BARTON: BATTLEFIELD NURSE
Meigs	INVINCIBLE LOUISA
Morrow	OSCEOLA: SEMINOLE LEADER
Myers	ANDREW JACKSON
North	ABE LINCOLN: LOG CABIN TO WHITE HOUSE
Parlin	AMELIA EARHART: PIONEER IN THE SKY
Shippen	ANDREW CARNEGIE AND THE AGE OF STEEL
Stahl	GERONIMO: THE FIGHTING APACHE
Stewart	FREDERIC REMINGTON
Stobbs	CAPTAIN COOK: PACIFIC EXPLORER
Syme	JOHN SMITH OF VIRGINIA
Syme	LA SALLE OF THE MISSISSIPPI
Thacher	FASTEST WOMAN ON EARTH
Thane	DOLLY MADISON: HER LIFE AND TIMES
Thomas	LEONARDO DA VINCI
Tiner	ISAAC NEWTON: THE TRUE STORY OF HIS LIFE
Voight	PONTIAC: MIGHTY OTTAWA CHIEF
Webb	SIMON BOLIVER: THE LIBERATOR
Westman	ALAN SHEPHARD: FIRST AMERICAN IN SPACE
Westman	JACQUES COUSTEAU: FREE FLIGHT UNDERSEA

GUESS WHO

Materials:

1. Two sets of individual biography titles (typed on colored laminated, numbered title cards) on which the biographee is not apparent.

2. Answer cards with names of biographees.

Activities:

1. Draw a card, read the title and ask a friend to guess who it is about. If this player does not know, use the card catalog and then share with the group. If the library does not own this title, use the answer card, then learn about this person in Biographical Dictionary or an encyclopedia. Report three interesting things about this person.

2. Decide why the title is suitable for a biography of this person.

3. See if this library has any other biographies about this person.

4. Read the biography, dress to represent the person, and tell your story in the first person to the class.

5. Read the biography, write a letter introducing yourself as that person and telling why you are writing this letter (asking for a job, coming to visit).

6. Construct a "Hidden Word" puzzle using the last names of famous people.

Contents:

SET I

1. THE DIARY OF A PAPER BOY
2. MAN OF THE FAMILY
3. THE LADY WITH THE LAMP
4. WILDERNESS TATTOO
5. ANGEL UNAWARE
6. NIGERIA PIONEER
7. CARVER'S COURAGE
8. CITY NEIGHBOR
9. AN OWL ON EVERY POST
10. LAUGH WITH LUCY
11. THE SECRET SOLDIER
12. WILDERNESS WIFE
13. FACES OF FREEDOM
14. THE SLAVE WHO BOUGHT HIS FREEDOM
15. ANCHORS AWEIGH
16. YOUNG MAN IN A HURRY
17. BOAT BUILDER
18. SOLDIER DOCTOR
19. FIGHTING QUAKER
20. ON THE WAY HOME

Answer Sheet

1. Jean Larrea
2. Ralph Moody
3. Florence Nightingale
4. Juan Oriz
5. Robin Rogers
6. Mary Slessor
7. George Washington Carver
8. Jane Addams
9. Sanora Babb
10. Lucille Ball
11. Deborah Sampson
12. Rebecca Boone
13. Myron Emanuel
14. Olaudah Equiano
15. David G. Farragut
16. Cyrus Field
17. Robert Fulton
18. William Crawford Gorgas

SET II **Answer Sheet**

1.	MAKE A JOYFUL NOISE UNTO THE LORD	Mahalia Jackson
2.	THE SUN KING	Louis XIV
3.	SUPREMO	Mountbatten
4.	NOT CHARITY BUT JUSTICE	Jacob Riis
5.	WOMAN AT THE WELL	Dale Rogers
6.	I AM THIRD	Gale Sayers
7.	SOUND NO TRUMPET	Alan Seegar
8.	I PLAY TO WIN	Freddie Steinmark
9.	LANTERN BEARER	R.L. Stevenson
10.	OLD ROUGH AND READY	Zachary Taylor
11.	CONCORD REBEL	Henry David Thoreau
12.	SUPERMEX	Lee Trevino
13.	PATRIOTIC REBEL	John C. Calhoun
14.	VAGABOUND IN VELVET	Miguel Cervantes
15.	TONGUES OF FLAME	Maria Child
16.	FAR VOYAGER	Captain James Cook
17.	FUR TRADER OF THE NORTH	Pierre de la Verendrye
18.	THERE ONCE WAS A SLAVE	Frederick Douglass
19.	TRUST THYSELF	Ralph Waldo Emerson
20.	FRIEND	George Fox
21.	I WILL BE HEARD	William Lloyd Garrison
22.	RELUCTANT WARRIOR	Ulysses S. Grant
23.	ODD DESTINY	Alexander Hamilton
24.	UNPARDONABLE SIN	Nathaniel Hawthorne
25.	THE SPEED KING	Robert Hayes
26.	BLACK EXPLORER OF THE NORTH POLE	Matthew Henson
27.	SUNNYSIDE	Washington Irving
28.	DEATH BE NOT PROUD	John Gunther
29.	YOU MIGHT AS WELL LIVE	Dorothy Parker
30.	YANKEE IN THE WHITE HOUSE	J. G. Adams
31.	RADICAL OF THE REVOLUTION	Samuel Adams
32.	WHAT IT'S LIKE OUT THERE	Mario Andretti
33.	ODYSSEY OF COURAGE	Cabeza de Vaca
34.	PLAIN SPEAKING	Harry S. Truman
35.	SPUNKWATER, SPUNKWATER	Mark Twain
36.	PRO QUARTERBACK: MY OWN STORY	Johnny Unitas
37.	I TOLD YOU SO	H.G. Wells
38.	THEY CALL ME COACH	John Wooden
39.	MYSELF I MUST REMEMBER	W.B. Yeats
40.	FROM FOOTBALL TO FINANCE	Brady Keys, Jr.
41.	BLOOMERS AND BALLOTS	Elizabeth Cody Stanton
42.	FIRST WOMAN AMBULANCE SURGEON	Emily Barringer

COLLECTIVE BIOGRAPHY STRATEGIES

THE BUNCH

Materials:

25 colored laminated cards with relatively familiar collective biography titles and authors typed on each.

Activities:

1. 10 players draw a collective biography card and write down how the spines would be marked. Arrange them as on a shelf.

2. Read the title to friends who guess people included. Locate the book and see which persons named are included. One point for each correct guess.

3. Locate 5 of the books. Groups of two or three examine each book five minutes then pass on to another group. At the end of 30 minutes let each group take one of the five books and without opening it write down as many peoole included as possible. Exchange books and check. 3 points for each correct name.

4. Choose one person from a collective biography and see if this library owns a full length biography about that person.

Contents:

Bolton	FAMOUS MEN OF SCIENCE
Bontemps	FAMOUS NEGRO ATHLETES
Branley	BOOK OF ASTRONAUTS FOR YOU
Burt	NEGROES OF THE EARLY WEST
Chandler	STORY LIVES OF MASTER PAINTERS
Coates	GREAT AMERICAN NATURALISTS
Cooke	ATLAS OF THE PRESIDENTS
Denison	FOUNDERS OF FORTUNES
DeWitt	ILLUSTRATED MINUTE BIOGRAPHIES
Hayden	NINE BLACK AMERICAN DOCTORS
Lavine	FAMOUS MERCHANTS
Levenson	WOMEN OF THE WEST
McNeer	ARMED WITH COURAGE
Olney	KINGS OF MOTOR SPEED
Ozman	TWELVE GREAT WESTERN PHILOSOPHERS
Prindleville	FIRST LADIES
Roland	GREAT INDIAN CHIEFS
Rollins	THEY SHOWED THE WAY
Shippen	MEN OF MEDICINE
Smaridge	TRAILBLAZERS IN AMERICAN ART
Stoddard	FAMOUS AMERICAN WOMEN
Sullivan	PIONEER ASTRONAUTS
Wayne	THEY LOVED THE LAND

AMONG THE GREAT

Materials:

1. Two sets of collective biography title cards from which the contents are not apparent. Sets differ in difficulty, each set a different color, and each card laminated.
2. Scrap paper about the size of title cards.

Activities:

1. Draw a card and list people that are probably included.
2. Locate a book and check with player's list of persons included. 5 points for each correct entry.
3. Find out the author of each title.
4. Arrange the cards as the books would appear on the shelf
5. Using one title, see if this library owns a full length biography of any of those persons. Read and report briefly on this person's achievements.
6. Decide which of these books would be useful for a particular subject (American Revolution, exploration of the U.S., health careers, women's rights).
7. Determine the life span of the people in one title. Arrange them in chronological order. How many were contemporaries? Did many of these work together?
8. Three to five students represent people who were contemporaries and tell life in first person. Show whether they knew each other.
9. Choose a favorite person and as a panel member, tell why this person was a significant contributor to society.
10. Choose ten persons you admire who lived at different times (in same field or in different ones) and write a brief summary of each one's life. Place in booklet. Indicate how one advanced the work of another, or, if in various fields, why each is remembered.

Contents:

SET I

- TOWARD PEACE
- WOMEN THEMSELVES
- BORN ABROAD
- PROFILES OF COURAGE
- HIDDEN HEROINES
- FOUNDERS OF OUR CITIES
- PATRIOTS IN PETTICOATS
- FAMOUS AMERICAN WOMEN
- FAMOUS AMERICAN EXPLORERS
- BLACK WOMEN OF VALOR
- HEROINES OF SEVENTY-SIX
- WOMEN OF SEVENTY-SIX
- FOUR WOMEN OF COURAGE
- SIGNIFICANT AMERICAN WOMEN
- WOMEN WITH A CAUSE
- WOMEN WHO SHAPED HISTORY
- FAMOUS AMERICAN FICTION WRITERS
- LADIES WERE NOT EXPECTED
- CRUSADERS FOR A CAUSE
- THEY DARED TO CROSS FRONTIERS
- WOMEN WHO DARED TO BE DIFFERENT
- HER WAY: BIOGRAPHIES OF WOMEN FOR YOUNG PEOPLE
- SIGNIFICANT AMERICAN HISTORIANS AND EDUCATORS

SET II

- MODERN PAINTERS
- SEVEN FRIENDS
- ANGELS IN KHAKI
- GALLANT WOMEN
- FAMOUS EXAMPLES
- MEN IN DARK TIMES
- UP FROM THE GHETTO
- SIX GREAT ENGLISHMEN
- THEY DARED TO DREAM
- PRESIDENTIAL LOSERS
- THE GREAT PHOTOGRAPHERS
- MASTERS IN MODERN ART
- TYRANTS AND CONQUERORS
- CELEBRITIES OF OUR TIMES
- FRIEND WITHIN THE GATES
- THE LIVES OF THE KINGS AND QUEENS OF ENGLAND
- PURITANS
- UNCOMMON AMERICANS
- FAR ABOVE RUBIES
- GREAT DEMOCRATS
- FORTY IMMORTALS
- PORTRAITS OF POWER
- THEY DID SOMETHING ABOUT IT
- HEROINES OF THE EARLY WEST
- FAMOUS GIVERS AND THEIR GIFTS
- SIGNIFICANT AMERICAN INVENTORS
- SEVEN FOUNDERS OF AMERICAN LITERATURE
- PEOPLE WORTH TALKING ABOUT
- VOICES OF THE TWENTIETH CENTURY
- TWENTY-FIVE ENGINEERS AND INVENTORS
- AMERICAN MODERN DANCERS: THE PIONEERS
- FROM PARLOR TO PRISON: FIVE AMERICAN SUFFRAGISTS TALK ABOUT THEIR LIVES

OTHER BIOGRAPHY ACTIVITIES

Activities:

1. Milliken's Library Skills for Primary Grades has a good transparency on "How to Find Books on Biography."

2. Discuss with students the reason for shelving in a separate section. Ask where they would look for George Washington - near the beginning, middle or end of the biography section? Rachel Field? Florence Nightingale? George Washington Carver?

3. Ask students to illustrate a book cover and decide on a title for a biography of a person they like - friend, relative. They may write one to five sentences about the person. Give the person's full name and determine what the call number would be. Use for a bulletin board display.

4. Ask each student to pretend their friend has written a story of their life. They should compose a title, put author's last name and the call number on a paper spine.

5. Study a portrait of a person whose biography you have read. Does the portrait interpret the person as the text does? Collect portraits of a favorite famous person by different artists. One fine collection of presidents is "Portraits of the Presidents" by Presidential Presentations, 320 Fairfield Road, Fairfield, New Jersey 07006.

6. Cut out large silhouettes of Lincoln and Washington using black paper. Mount on stiff posterboard. Record the "Gettysburg Address" and Washington's "Farewell Address" on cassettes. Place a silhouette on a table or shelf and drape black, red or blue material around the base and hide the cassette player beneath. Play the selections on request of library users, as a class comes in or lend it to a social studies class during the week of their birthdays.

RIGHT WRITER

Materials:

1. Miniature book jackets dry mounted on colored posterboard cards
2. Score sheets and pencil

Activities:

1. Each of four players draws a card from deck stacked face down.
2. First player says to one opposite him "Who wrote ...?"
3. If player can respond with correct author, he gets the card and lays it face up on table. If not, questioner keeps the card and draws another card from deck for later use.
4. Next player questions partner opposite him.
5. First player to get four cards correct wins. Four wins make a game.

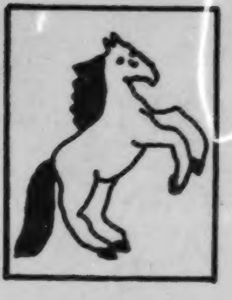
Contents:

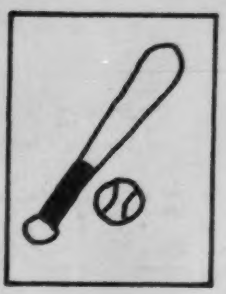
Aiken, Joan	THE WOLVES OF WILLOUGHBY CHASE
Alexander, Lloyd	THE HIGH KING
Berends, Polly	THE CASE OF THE ELEVATOR DUCK
Blume, Judy	TALES OF A FOURTH GRADE NOTHING
Brink, Carol	CADDIE WOODLAWN
Burch, Robert	QUEENIE PEAVY
Burnett, Frances	THE SECRET GARDEN
Cooper, Susan	THE GREY KING
du Bois, William	THE 21 BALLOONS
Field, Rachel	CALICO BUSH
Forbes, Esther	JOHNNY TREMAIN
Gipson, Fred	OLD YELLER
Grahame, Kenneth	THE WIND IN THE WILLOWS
Greene, Bette	PHILIP HALL LIKES, I RECKON MAYBE.
Henry, Marguerite	STORMY, MISTY'S FOAL
Hurd, Thacker	AXLE THE FREEWAY CAT
Lawson, Robert	RABBIT HILL
L'Engle, Madeleine	A WRINKLE IN TIME
Lenski, Lois	STRAWBERRY GIRL
Mathis, Sharon	THE HUNDRED PENNEY BOX
O'Dell, Scott	ISLAND OF THE BLUE DOLPHINS
Patterson, Lillie	MARTIN LUTHER KING, JR.: MAN OF PEACE
Robertson, Keith	HENRY REED, INC.
Rockwell, Thomas	HOW TO EAT FRIED WORMS
Selden, George	THE CRICKET IN TIMES SQUARE
Stolz, Mary	THE BULLY OF BARKHAM STREET
Yep, Laurence	DRAGONWINGS

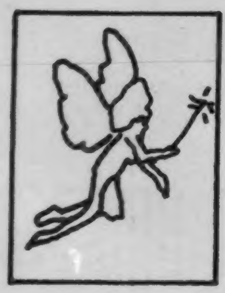
AFTER DEWEY ...

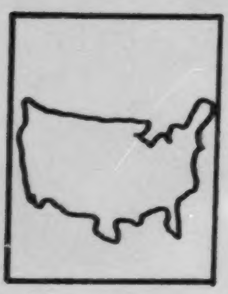
Materials:

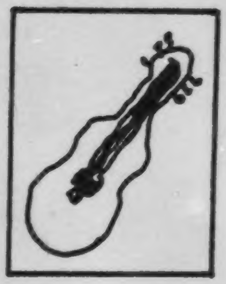
1. About 25 pictures mounted on colored Bristol board and laminated.
2. These pictures should fit the 300, 500, 900 or 700 categories.











Activities:

1. Leader holds up a card indicative of a Dewey category and asks where books would be found on that subject. Student replies "A book on (lions, fairies, baseball) would be in the (500, 300) category."
2. Divide into participants and spectators. With picture cards face down, participants draw one and go to the shelf label where books on that subject are found. Spectators check accuracy.
3. Students bring their original pictures and exchange with others who tell a brief story about the picture chosen.
4. Students write a paragraph about 3. Post some of these.

I'LL TAKE THAT!

Materials:

1. Large placards of Dewey Decimal categories (all one color)
2. Small strips of Dewey sub-divisions (another color)
3. Still smaller strips of Dewey sub-topics (third color)

Activities:

1. Three players draw a placard (300, 500, 700) and hold up for all to see or place on table or floor.
   One by one a team member holds up a sub-division strip and says the word (birds, weather, geology, animals, plants) on it.
   One of the three placard holders points to the correct category placard and says "I'll take that."
   If an observer objects, he tells which division he thinks it should be and why. If the group decides the challenger is correct, the objector takes the placard holder's place.

2. Several players hold sub-division placards up for the entire group to see or place them on the table or floor under proper category placards.
   Continue until all sub-divisions are used.

3. Repeat using smaller sub-divisions and sub-topics until all are displayed.

4. Only one category could be done for a game. Eventually all three should be done together.

5. Alphabetize the strips.

NOTE: See examples of contents for 500's, 300's and 600's on the next two pages. Make up your own examples for other categories.

Contents:

500'S

ANIMALS
ASTRONOMY
BIRDS
GEOLOGY
INSECTS
PLANTS
WEATHER

Ants
Butterflies
Bees
Clouds
Coal
Coyotes
Crows
Ducks
Elephants
Foxes
Flowers
Geese
Giraffes
Granite
Grasses
Gulls
Hail
Leaves
Lions
Metals
Meteors
Minerals
Moon
Planets
Quail
Rain
Robins
Rocks
Roots
Sand
Seeds
Sleet
Snow
Solar System
Stars
Storms
Sun
Tigers
Trees
Volcanoes
Wasps
Wolves
Wrens

500

BIRDS	WEATHER	ANIMALS
Crows	Storms	Wolves
Wrens	Sleet	Foxes
Robins	Hail	Tigers

300'S

COMMUNITY HELPERS
FAMILY LIFE
FOLKLORE
HOLIDAYS
LAW
MONEY
POSTAL SERVICE
TRANSPORTATION
U.S.-GOVERNMENT

Adoption
Banks
Birthdays
Boats
Canals
Christmas
Citizenship
Courts
Crime
Divorce
Dwarfs
Economics
Elves
F.B.I.
Fables
Fairy Tales
Firemen
Fourth of July
Giants
Harbors
Highways
Lawyers
Legends
Leprechauns
Monsters
New Year's Day
Orphans
Police
Pony Express
Postmaster
Postmen
Ships
Stamps
Stocks and Bonds
Taxes
Thanksgiving Day
Trains
U.S.-Army
U.S.-Congress
U.S.-Marines
U.S.-Navy
U.S.-Presidents
U.S.-Secret Service
U.S.-Supreme Court
Valentine's Day
Weddings

600'S

ANIMALS (DOMESTIC)
CLOTHING
ENGINEERING
FARMING
FOOD
HEALTH
HUMAN BODY
MINING
PETS
SPACE FLIGHT

Astronauts
Bacteria
Banking
Blood
Bridges
Cats
Cattle
Chickens
Chocolate
Coal
Coffee
Computers
Construction
Cooking
Corn
Cotton
Dairying
Dentists
Digestion
Diseases
Doctors
Dogs
Drugs
Ducks
Ears
Electronics
Engines
Exercise
Eyes
Flax
Flower Arranging
Gardening
Geese
Gerbils
Germs
Growth
Hamsters
Hats
Heart
Helicopters
Horses
Iron Ore
Meat
Metals
Milk
Minerals
Mushrooms
Nerves
Nurses
Nuts
Oil
Pollution
Radio
Safety
Senses
Sewing
Shoes
Silk
Smoking
Spices
Sugar
Tea
Teeth
Telegrams
Television
Textiles
Tools
Toys
Turkeys
Veterinarians
Wool

FICTION OR NON-FICTION?

1. What is your favorite position when reading?

   Draw a picture of yourself reading a book. Bring it next time you come to the library and share with other readers.

2. Display a small carved box, ginger jar or sealed box. Ask students to guess what is in this unusual container. Show what is inside (a gold button, a lock of hair, a new nail), then ask how it got there. Let class compose a story about this object.

3. Put seven pictures in order so that they tell a story with no words.

4. Examine the spine "labels" of both fiction and non-fiction books and discover the fiction shelf labels.

5. Play "True or False". 3-5 people each make a statement and an opposing team guesses true or false. Repeat and be sure that at least one little part of the statement is true. Narrator explains which part is true after others guess whether true or false. Discuss how each fiction (made-up) story has at least one tiny truth in it.

6. Choose partners and let them whisper three true things they would like to know about each other. Discuss the meaning of "facts" and non-fiction books.

7. Read an excerpt from a good novel. Tell the true detail that the author built the story around. (Hitty, The Door in the Wall or Soup)

8. Write three unrelated words on a slip of paper and let students draw one and write a story in which the three things are included. Read aloud. Post some.

9. Let students bring an article or ad to library, read the title, and tell one fact about it (explain in a sentence). Repeat a third time telling three facts in order of importance with most important one last.

10. Read a non-fiction book and write down, in one sentence, the main idea of it. Exchange with others who have read the same title to see if they agree.

I FOUND IT

Materials:

1. Many 3" x 5" laminated activity cards.
2. Answer forms (shown below) or just ust plain paper.

I FOUND IT!

Answer the question so that anyone could read it and know what the question was.

A. ______________________________

____

____

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

Activities:

1. Choose an activity card and find all these things:
    - A. Answer to the question
    - B. Title of book in which answer was found
    - C. Author of book
    - D. Call number of the book
    - E. How you located the book (by author, subject or title)
2. After doing 1 as a group, use as extended assignment (week or 10 days) done independently as students have time. Discuss as a group.
3. Have a "Quiz Show" day using the A part of each question.
4. Repeat 3 and use the E part of each question.

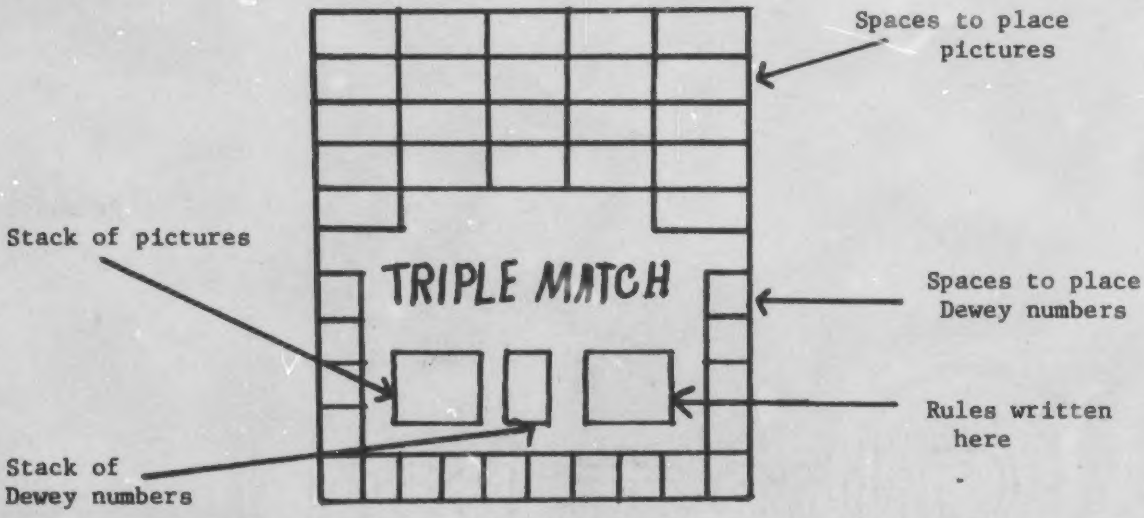
Contents:

1. ______ was an outstanding nurse during the Civil War. She was a ________ (her religion).
2. Find the names of 3 women who were nurses during the Civil War.
3. Give the title of one fairy tale that is originally a fairy tale from France.
4. What is the state tree of Hawaii?
5. What was the main way of transportation in Colonial America?
6. Name 6 animals that live in the desert.
7. Theodosia was a well-known daughter of what famous American?
8. What are the colors most often used for Easter decorations?
9. Find some poems for different holidays. (Give titles of at least 3 poems)
10. Dentists use different kinds of tools. What is an explorer.
11. Who is Onion John?
12. What was the first submarine to go under the North Pole? Name 2 books that tell about it.
13. In the book "Little Witch" by Elizabeth Bennett, what is the witch's name?
14. What is the name of a book in the library written by John F. Kennedy? What is the book about?
15. Find a book in the library that contains Indian legends.
16. There are several books in the library about Abraham Lincoln. Which of these books do you think would be best for a sixth grade boy or girl to read?
17. Give the titles of four books in our library written by Marguerite de Angeli. (List only ones that are on the shelves today)
18. In the book "The Story of Lengthwise", who is Lengthwise and where does he live?
19. What is the Gulf Stream?
20. What is a drug? Are all drugs bad?
21. There are two books in the library about Mary Bethune. Which one would you suggest for a third grade student to read?
22. Where soes the Loch Ness Monster supposedly live?
23. Who fired the "Matchlock Gun"?
24. Find the names of 2 ancient calendars (other than the one we use).
25. If you wanted some information about the Indian, Squanto, which of the following books would you read: John Billington, Friend of Squanto or Squanto, Friend of the White Man. Why?
26. Tell briefly about how to perform one science experiment that you find in a book in the library.
27. Locate at least 3 books of science fiction on the shelves. Which of these do you think would be the most interesting to a sixth grade student?
28. Has the author Robert Lawson written any kind of books other than fiction? If so, give the titles of these.
29. (George) and George are both main characters in books by the same name. Describe each character.
30. Find a book which contains information about the presidents of the United States.

TRIPLE MATCH

Materials:

1. Large playing board of colored heavy poster board
2. 21 small laminated pictures, 22 laminated strips and 19 small laminated Dewey Number squares.


Spaces to place pictures
Stack of pictures
TRIPLE MATCH
Spaces to place Dewey numbers
Rules written here
Stack of Dewey numbers

Activities:

1. Place pictures face down on playing board.
2. Place Dewey Number squares face up in spaces drawn on playing board.
3. Place subject strips face up in spaces drawn on playing board.
4. One player draws a picture card, then chooses the matching subject card.
5. The player then finds the correct Dewey Number square or sends a partner to consult card catalog if necessary.
6. Put the three matching parts on table in front of player.
7. Player with most "matches" without consulting card catalog wins.

Contents:

Pictures

Cowboy, cow and calf
Couple using surveyor's instruments
Geese in flight
Fawn
Pride of lions
Sunset
Two goldfish
Group of spoonbills (birds)
Canoers on a river
Mountain scene with snow
Moon behind trees
Road map close-up
Mushrooms
Rose
Two giraffes
Big trucks
Cowboy roping calf
Highway traffic "mixer"
Indian hunting buffalo
Nurses
People with umbrellas (snow on street)

Subjects

Astronomy
Birds
Boats
Cattle
Cattle brands
Cowboys
Fishes
Flowers
Highways
Lions
Maps
Molds
Moon
Nursing
Ranching
Rivers
Roads
Snow
Sun
Trucks
Weather
Weights and measures

Dewey Numbers

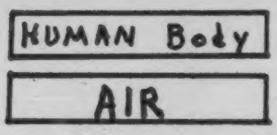
386
389
523
551.4
551.5
582
589
591
597
598
599
610
625
629.2
636
636.2
912
970.1
978

THE SUBJECT IS ROSES

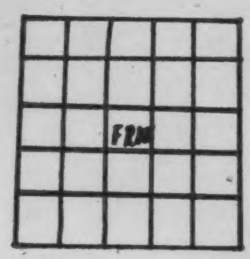
Materials:

1. Class set of "bingo" type playing cards
2. Box of sub-division subject cards written on stand-up strips of heavy poster board
3. Box of sub-topic subject cards written on small heavy poster board pieces
4. Box of "markers" made of small pieces of heavy poster board

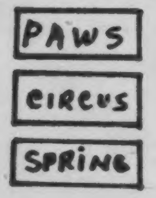
Dewey sub-division strips



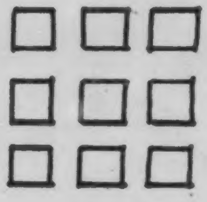
Playing card



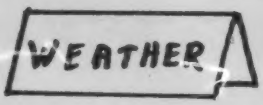
Dewey sub-topic strips



"Markers" (1/2" square)



"Stand-up" sub-division card



Activities:

1. Players decide on a subject. Place a double-faced subject card in middle of table.
   Each player puts a marker in a square if the word the caller says is relevant to the subject.
   First player to get a complete line filled calls "The Subject Is Roses."
   Caller goes over each word the winner used to discuss its relevancy. (Caller must keep words in the order he calls them)

2. Each player chooses a different subject. Places subject strip at top of his card. Proceed as before.

Contents:

AIR
(Weather)

Atmosphere
Moisture
Balloons
Wind
Thunder
Lightning
Oxygen
Carbon dioxide
Airplanes
Gliders
Currents
Storms
Gravity
Parachutes
Pressure
Temperature
Thermometers
Humidity
Anemometer
Vapor
Altimeter
Breezes
Rain
Snow
Dew
Fog
Tornadoes
Floods
Hail
Sleet
Fronts
Monsoons
Tides
Wind
Climate
Meteorology
Weather Forecasting
Rainfall
Seasons
Autumn
Summer
Winter
Spring
Equinox
Blizzards
Barometer
Clouds

ANIMALS
(Pets, insects, birds, domestic animals, wild life, sea animals, and desert animals)

Butterflies
Hoofs
Paws
Tails
Horns
Fur
Feathers
Bats
Crabs
Crows
Gorillas
Oysters
Parrots
Ranching
Tigers
Lions
Walruses
Alligators
Birds
Camels
Cattle
Coyotes
Crocodiles
Dairying
Deer
Dinosaurs
Dolphins
Donkeys
Elephants
Seeing eye dogs
Shepherds
Skunks
Spiders
Starfish
Turtles
Wolves
Cows
Livestock
Reindeer
Stock raising
Veterinarians
Farm animals
Bees
Beasts

Sea animals
Desert animals
Cats
Wild life
Canaries
Buffaloes
Aquarium
Fishes
Foxes
Frogs
Fur trade
Geese
Goats
Horses
Insects
Kangaroos
Lizards
Lynx
Mice
Moose
Oppossum
Owls
Pelicans
Penguins
Pets
Pigeons
Pigs
Poultry
Rabbits
Raccoons
Reptiles
Rhinoceros
Seals
Sheep
Cowboys
Snakes
Squirrels
Storks
Zebras
Wings
Turkeys
Whales
Zoos
Beasts of burden

ART

(Handicrafts, Crafts,
Painting, Needlework)

Leatherwork
Metal craft
Batik
Tray painting
Weaving
Needlepoint
Embroidery
Tapestries
Knitting
Crocheting
Beadwork
Batik
Tie-dyeing
Woodworking
Carving
Pottery
Sculpture
Mosaics
Cartoons
Rugs
Handicrafts
Ceramics
Drawing
Artists
Painters
Sketching
Modeling
Etching
Crafts
Needlework
Painting
Architecture
Hues
Color
Landscapes
Portraits
Still life
Canvas
Watercolors
Pastels
Silhouettes
Tints

CLOTHING

(Style, Fashion,
Clothes, Costume)

Hats
Coats
Jackets
Dresses
Patterns
Shoes
Belts
Socks
Ties
Handkerchiefs
Scarfs
Shirts
Sandals
Boots
Caps
Costumes
Buttons
Fashion
Tailoring
Gloves
Sewing
Needlework
Tailors
Dressmaking
Seams
Piece goods
Blouses
Vests
Jumpers
Shorts
Style

COMMUNITY HELPERS

(Occupations)

Firemen
Policemen
Judges
Postmen
Doctors
Nurses
Dentists
Ministers
Teachers
Public utilities
Newspaper reporters
Neighbors
Services
Electricians
Bus drivers
Physicians
Judges
Stevedores

FAMILY LIFE

(Families, Relatives,
Domestic realtions)

Weddings
Parents
Children
Birthdays
Uncles
Aunts
Grandparents
Cousins
Holidays
Love
Gifts
Orphans
Sons
Daughters
Marriage
Adoption
Domestic relations
Divorce
Human relations
Home
Respect
Siblings

FOOD
(Nutrition, Cooking, Desserts, Health)

Tea
Cooking
Dairying
Farming
Agriculture
Crops
Grain
Wheat
Cereal
Bread
Fish
Fruit
Braising
Apples
Leaves
Manners
Baking
Milk
Nuts
Oysters
Chicken
Rhubarb
Condiments
Rice
Salt
Spices
Seeds
Sugar
Stews
Roasting
Lettuce
Calories
Fats
Protein
Carbohydrates
Tomatoes
Rye
Saliva
Digestive juices
Stomach
Cheese
Flavor
Aroma
Barley
Oats
Nutrients
Shrimp
Lemonade
Oranges
Beef
Pork
Refrigeration
Coffee
Broiling
Teeth
Vegetables
Water
Chili
Chocolate
Corn
Syrup
Yeast
Beverage
Cooking
Diet
Dining
Meat
Nutrition
Vitamins
Bread
Digestion
Canning
Preserving
Cold storage
Marketing
Menus
Food inspection
Sea food
Salads
Desserts
Cookies
Cakes
Pies
Sandwiches
Soups
Lemons
Limes
Barbecue

FRONTIER LIFE
(Pioneer life,
Pioneers)

Adventure
Cowboys
Indians
Pioneer life
Oregon Trail
Quilting
Oxen
Ranch life
Cattle drives
Homespun
Scythes
Buckskins
Cabins
Wagons
Horses
Wilderness
Spinning wheels
Livestock
Buggies
Barn raising
Patent medicine
Looms
Trails
Homesteading

POSTAL SERVICE

Rural free delivery
Registered letters
Stamps
Postage
Mailbags
Parcels
Special delivery
Parcel post
Deliveries
Air Mail
Mail
Pony Express
Post Office

GEOLOGY
(Minerals, Mining, Rocks)

Alloys
Archaeology
Caves
Coal
Earthquakes
Volcanoes
Glacier
Mining
Minerals
Crater
Sediment
Strata
Prehistoric times
Dinosaurs
Rocks
Slate
Granite
Aluminum
Copper
Pebbles
Stones
Metal
Ore
Mountain
Lake
Faults
Shells
Shale
Magma
Marble
Sandstone
Mica
Obsidian
Conglomerate
Silicon
Sand
Gravel
Agate
Quartz
Crystal

ELECTRICITY
(Magnetism)

Batteries
Electromagnets
Appliances
Electronics
Transformers
Currents
Conduction
Watts
Meters
Power plants
Radio
Television
Telegraph
Telephone
Electrons
Magnets
Magnetism
Electroplating
Electronic computers
Circuits
Computers
Electronics
Transisters
Nuclear physics
Photoelectric cells
Vacuum tubes
Ions
Atoms
Atomic energy
Radioactivity
Power transmission
Magnetic poles
Negative
Positive

TIME MEASUREMENT
(Seasons)

Calendar
Day
Week
Minute
Second
Hour
Month
Year
Century
Era
Almanac
Yearbook
Annual
Semi-monthly
Night
Season
Winter
Summer
Clock
Watch
Autumn
Spring
Moment
Fortnight
While

HOLIDAYS
(Festivals,
Celebrations)

Festivals
Feasts
Customs
Manners
Parties
Vacations
Thanksgiving Day
Anniversaries
Christmas
Easter
Birthdays
Valentine Day
Fourth of July
Arbor Day

FANTASY
(Fairy tales,
Folk tales,
Ghost stories)

Godmothers
Witches
Wizards
Magic
Spells
Buried Treasure
Ghosts
Princesses
Princes
Giants
Dwarfs
Leprechauns
Castles
Nursery tales
Fairies
Gnomes
Elves
Broomsticks
Folk tales
Folklore
Legends
Tales
Charms
Fables
Myths
Apparitions

HUMAN BODY
(Health, Physiology, Anatomy)

Arms
Legs
Hands
Glands
Feet
Skeleton
Bones
Muscles
Tendons
Blood
Veins
Arteries
Heart
Digestion
Respiration
Lungs
Breathing
Skin
Stomach
Intestine
Teeth
Eyes
Nutrients
Vitamins
Tongue
Food
Exhale
Growth
Circulation
Fatigue

Calories
Energy
Torso
Larnyx
Absorption
Kidneys
Gastric juices
Carbon dioxide
Tonsils
Kidneys
Cells
Appetite
Nervous system
Nerves
Spinal cord
Esophagus
Inhale
Saliva
Vision
Sound
Capillaries
Ligaments
Joints
Exercise
Senses
Smell
Taste
Touch
Brain

MACHINES
(Inventions,
Machinery)

- Cogs
- Wheels
- Engines
- Motors
- Cars
- Tractors
- Trucks
- Steamboats
- Steamshovels
- Mechanics
- Oil
- Fuels
- Brakes
- Gears
- Radio
- Television
- Satellites
- Rockets
- Heliocopters
- Friction
- Energy
- Power
- Levers
- Machinery
- Tools

MANUFACTURING

- Labor unions
- Operators
- Advertising
- Jobs
- Collective bargaining
- Workshops
- Services
- Telephone
- Radio
- Factories
- Mills
- Machines
- Machinery
- Industries
- Trade-marks
- Production lines
- Assembly lines
- Patents
- Millinery
- Furnaces
- Steel
- Shipping
- Marketing
- Packages
- Packaging
- Management
- Commercial products
- Employers
- Employees
- Airplanes
- Waste products
- Buyers
- Raw products
- Patterns
- Paper making
- Sales
- Prices
- Weaving
- Salesmen
- Machinests

NATURE STUDY
(Animals, Plants,
Flora, Fauna)

- Trees
- Plants
- Animals
- Insects
- Birds
- Meadows
- Natural history
- Habitats
- Outdoor life
- Naturalists
- Zoology
- Botany
- Conservation
- Natural resources
- Scenery
- National Parks
- Wildlife
- Fossils
- Flowers
- Leaves
- Seeds
- Roots
- Vines
- Fruit
- Soil
- Cultivation
- Growth
- Shrubs
- Bushes
- Forests
- Stems
- Stalks
- Osmosis
- Quail
- Doves
- Mice
- Grass
- Weeds
- Buds
- Petals
- Stamen

MEDICINE
(Disease, Human Body, Illness)

Doctors
Nurses
Hospitals
Medicine
Symptoms
Health
Physiology
Exercise
Fever
Dentists
Contagion
Microbes
Germs
Growth
Accidents
Safety
Prevention
Drugs
Heart
Eyes
Red Cross
Flies
Mosquitoes
Bats
Blind
Deaf
Molds
Vaccines
Temperature
Fractures
Epidemics
Communicable disease
Mental illness
Measles
Leukemia
Leprosy
Physicians
Mumps
Nursing
Immunization
Pain
Lungs
Cancer
Quarantine
Injuries
Arthritis
Ligaments
Muscles
Infection

GEOGRAPHY
(Countries, Land Forms, Climate, Nations)

Africa
Alaska
Atlases
Arabia
Canal
Desert
Lake
Ocean
River
Forest
Plains
Peninsula
Harbor
Reef
Jungle
Monsoon season
Equator
Longitude
Asia
Lapland
Liberia
Arroyo
Map
Mountains
Valley
Sahara Desert
Time Measurement
Colorado River
Congo River
Icebergs
Swamps
Tropics
Polar Regions
Arctic Circle
Latitude
Antartic
Island
Canyon
Danube River
Rainfall
Continents
Bay
Cay
Isthmus
Growing season
Area

INVENTIONS
(Transportation, Communications)

Patents
Technology
Engineers
Machinery
Trade-marks
Mechanics
Tools
Engines
Wheels
Airplanes
Ships
Trains
Automobiles
Cars
Friction
Gears
Cogs
Belts
Power transmission
Buses
Motorcycles
Bicycles
Motorboats
Radio
Television
Telephone
Telegraph
Steam engines
Watches
Clocks
Toys
Tractors
Combines
Motors
Pumps

PEOPLE
(Relatives, Occupations, Workers)

Families
Auctioneers
Brothers
Sisters
Parents
Sons
Daughters
Grandparents
Cousins
Nephews
Nieces
Uncles
Aunts
Friends
Acquaintances
Teachers
Doctors
Lawyers
Employers
Employees
Butchers
Painters
Enemies
Missionaries
Custodians
Women
Men
Leaders
Artists
Captains
Farmers
Typists
Electricians
Editors
Writers
Authors
Designers
Photographers
Singers
Lumberjacks
Clowns
Columnists
Performers
Morticians
Linemen
Judges
Reporters
Newscasters
Therapists
Owners
Builders
Bakers
Architects
Surveyers
Treasurers
Anesthesiologists
Naturalists
Waitresses
Collectors
Bankers
Accountants
Tellers
Tax consultants
Cashiers
Musicians
Violinists
Assessors
Geologists
Siblings
Classmates
Roommates
Relatives
Colleagues
Associates
Partners
Superintendents
Principals
Supervisors
Directors
Technicians
Aides
Assistants
Operators
Dentists
Grocers
Salesmen
Clerks
Nurses
Carpenters
Florists
Ministers
Plumbers
Engineers
Cowboys
Announcers
Pilots
Astronauts
Cooks
Managers
Welders
Machinists
Physicists
Publishers
Truck drivers
Paratroopers
Chemists
Stevedores
Secretaries
Instructors
Cartoonists
Beauticians
Drillers
Printers

SPACE FLIGHT
(Space Travel)

Rockets
Satellites
Astronauts
Space flight
Space travel
Atmosphere
Ionosphere
Aeronautics
Planets
Astronomy
Moon
Blast-off
Modules
Clouds
Stars
Sun
Weather
Tracking
Simulation
Interplanetary voyages
Earth
Meteors
Universe
Solar system
Television
Radio
Burn
Gravity
Moon pull
Space
Weightlessness
Control tower

U.S.-HISTORY
(U.S.-Wars,
U.S.-Expansions)

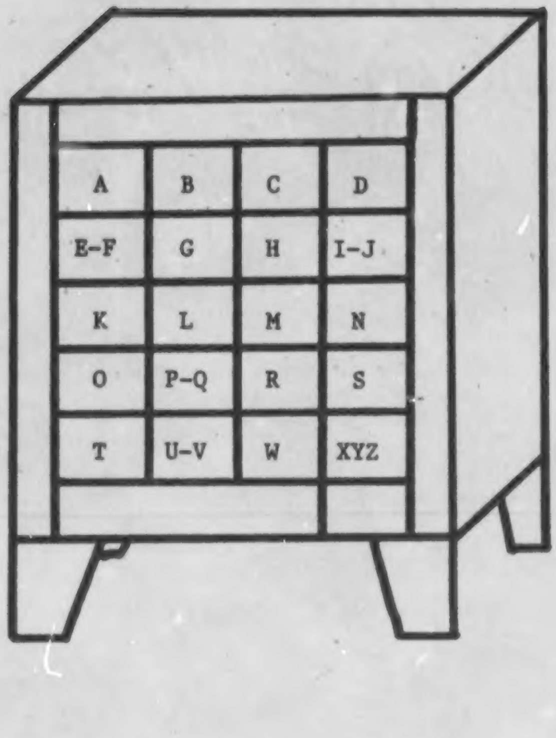
Colonial life
Pilgrim fathers
Civil War
Louisiana Purchase
Texas
Spanish-American War
War of 1812
Navy
Declaration of Independence
Army
Supreme Court
Fourth of July
World War II
Oregon Trail
Santa Fe Trail
Northwest Territory
Statue of Liberty
Revolution
Constitution
Pledge of Allegiance
Congress
Washington, D.C.
Medal of Honor
Northwest Ordinance
Emancipation Proclamation
Articles of Confederation
House of Representatives
Immigration
Civil Rights
French and Indian War
Battle of New Orleans
Jefferson, Thomas
Revere, Paul
Westward Movement
Mayflower Compact
Senate
Monroe Doctrine

SPORTS
(Games, Athletics, Recreation and Amusements)

Baseball
Archery
Athletes
Basketball
Bullfights
Boxing
Football
Golf
Parades
Champions
Skin diving
Skiing
Skating
Whistles
Rules
Bicycles
Camping
Circus
Contests
Competition
Fishing
Games
Hunting
Medals
Prizes
Races
Swimming
Tennis
Badminton
Chess
Volleyball
Pole vaulting
Training
Horseback riding
Recreation

Clowns
Dancing
Ballet
Square dancing
Bowling
Bingo
Dominoes
Polo
Croquet
Mountaineering
Motorcycling
Wrestling
Fencing
Jujitsu
Tobogganing
Boating
Skeet shooting
Judges
Timekeeper
Stopwatch
Marbles
Softball
Hockey
Olympics
Bridge
Exercise
Jacks
Gymnastics
Hiking
Checkers
Track
Amusements
Outdoor life
Rodeos

CARD CATALOG


A
B
C
D
E-F
G
H
I-J
K
L
M
N
O
P-Q
R
S
T
U-V
W
XYZ

Some Ways to Internalize ABC Order

1. Tell young students to line up according to these criteria.

    A. All with orange socks on
    B. All with birthdays this month
    C. All who chose a fiction book to check out
    D. In alphabetical order by last name
    E. In alphabetical order by last name of author
    F. All who are wearing cowboy boots today
    G. In alphabetical order by the biography books being checked out
    H. All who are wearing braces on their teeth
    I. All whose books were published by the same company get in a circle, then come last in line
    J. All who check out joke or riddle books go first
    K. All who are now nine years old go last
    L. All whose books are illustrated by the same person get in alphabetical order by your last name and open your book to your favorite illustration

2. Cut hundreds of 1" squares from scraps of heavy poster board. Letter each with the ABC's. Make numerous vowels. Also make many "commas" from construction paper and put in a smaller bowl. Students draw a handful from the "alphabet soup" bowl and arrange into their own names with last name first and a comma inserted. Then students make many names with last name first and using a comma to learn how names are arranged in the card catalog, on the shelf, in telephone books, in indexes, etc.

3. Acquire a class set of out-of-date telephone books and use them to teach alphabetical order, guide words, etc.

ABC ACTING

Materials:

1. One set of ABC's on large colored laminated squares
2. Nine additional laminated letters (large size, different color)
3. Five additional laminated letters (still larger, different color)

A B C Ⓓ E Ⓕ 🄶 Ⓗ I 🄹 Ⓚ L 🄼 Ⓝ O 🄿 Q Ⓡ 🅂 Ⓣ U Ⓥ Ⓦ X Y Z

○ 9 different colored letters

□ 5 different colored letters

All other letters a third color

Activities:

1. Use a cassette of the record Walt Disney Presents Acting Out the ABC's. Give each child a leter, and when that letter is sung they hold it up.
2. Have the 9 and 5 letters of different colors arrange themselves in proper order.
3. The 9 different colored letters station themselves about four feet apart or around the room.

   Holder of a letter steps forward as that letter is called and says "before" or "after". The holder of the proper letter quickly places himself before or after the called out letter.
4. The 5 different colored letters hold up their letter and all letters who follow line up after leader and parade around room. Then all who precede each letter line up and follow the first group.
5. Learn the alphabet set to music and practice singing it as the appropriate large letters are pointed to.

NOTHING COMES BEFORE SOMETHING

Materials:

1. Laminated colored cards with groups of simple words beginning with the same letter on them.
2. A transparency for each of the cards in 1 may be used and this activity done as a class group.

dance
dog
donkey
doll

candle
cause
call
cattle

Activities:

1. Draw a card and say in alphabetical order all the words on it.
2. Draw a card and write down alphabetically all the words on it.
3. Alphabetize the words shown on each transparency by writing them with a small felt tip pen on the back of the card.

Contents:

ear
Easter
earth
early

door
dodge
duck

heart
hand
head
hurt

dog
donkey
doll
dance

many
melt
marry

grate
great
growl
greet

baseball
bat
ball
basket

pocket
plan
plum

fawn
fancy
fierce
flame

couple
cup
cube
corner

rack
ran
roll

jacket
joint
jungle
jolly

candle
cause
call
cattle

surf
safety
soft

lawn
lame
lain
learn

acting
acorn
above
across

world
will
wild

none
nothing
name
near

TRY THE "A" TRAY

Answer these questions using the "A" drawer in the card catalog.

1. Who is the author of the book African Heroes?
2. What is the title of a book written by James Truslow Adams?
3. List all the titles of the books written by Joy Adams.
4. Write the call number for the book Abe Lincoln's Birthday.
    A. In what section would it be shelved?
5. Write the call number of the book Age of Flying Saucers.
    A. In what section would it be shelved?
6. What is the copyright date of the American Riddle Book?
7. How many pages are in the book Along Came a Dog?
8. What company published the book Across Five Aprils?
9. The story of Adam of the Road takes place in what country?
10. List the titles of all the books under the subject heading AIR POLLUTION.

SAT

Subject, Author, Title

Materials:

1. Box of at least 90 catalog cards
2. Score sheet

Activities:

This game may be played with a whole group, with partners, or with 3-8 players.

1. Deal out all the cards from shuffled face down stack. Each player arranges the cards in his hand in alphabetical order as they would be filed in the card catalog, then lays cards down in order and calls out SAT softly. When all players have finished, they exchange seats and check each others cards. The winner is the one who finished first and had all cards in correct order.

2. Shuffle all cards and stack face down. First player calls out the type card this game involves (author, title or subject) and deals all the cards. Each player in turn lays down one of the type cards decided upon. Continue until no one has any of that type of cards. Players change places and check for accuracy. Player with greatest number of the designated type cards wins and gets to decide which type card to use next round.

3. Proceed as in 2 but at the end each player alphabetizes the cards laid down.

4. Proceed as in 1 but deal only a certain number of cards to each player and allow players to draw from the stack when they cannot play.

5. Each player draws six cards and tries to get a complete set for one title. First player asks another for the kind of card he wishes. If a player does not have the kind of card asked for, the caller may draw a card from the "card pile". Each player turns down each set of cards (author, title, subject) he completes but shows them face up when all the cards are used. Player wins who has completed the most sets.

THE WHEEL DEAL

Materials:

1. A large colored tagboard circle divided into wedges
2. A familiar title written on each wedge
3. Tagboard circle laminated, then glued to a corrugated cardboard base
4. Clothes pins with last names of authors (to match titles on wedge) printed on them
5. 4-20 players or 2-10 teams of two each
6. Make two wheels of different colors (one with easy titles and another with more difficult titles). Print author's names in matching colors.
7. Wheels may be made for all fiction or a mixed group of titles.

Activities:

1. Choose a title from the wheel and decide who wrote it. Look in the card catalog for the author's name if necessary. Clip the correct author clothes pin on the title wheel.

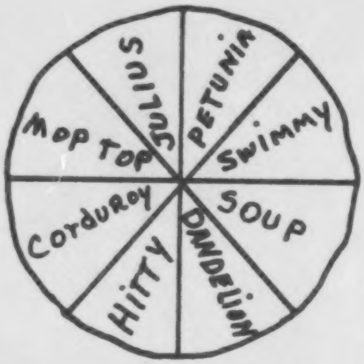
2. Place author clothes pin on wheel, then find that book on the shelf.

3. Choose a title and call it out, write it down on a slip of paper, then alphabetize them.

4. Choose a title, decide on the author, find the book and hold it up, then get in order as the books would appear on the shelf. This needs to be used with wheel which has all the titles for the same type book.

5. Turn the clothes pins over. Let each person or team draw an equal number of clothes pins. Alphabetize.

6. On a sheet of paper let two persons or two teams alphabetize the titles on the wheel, or half the wheel, or 1/4 the wheel.



Contents:

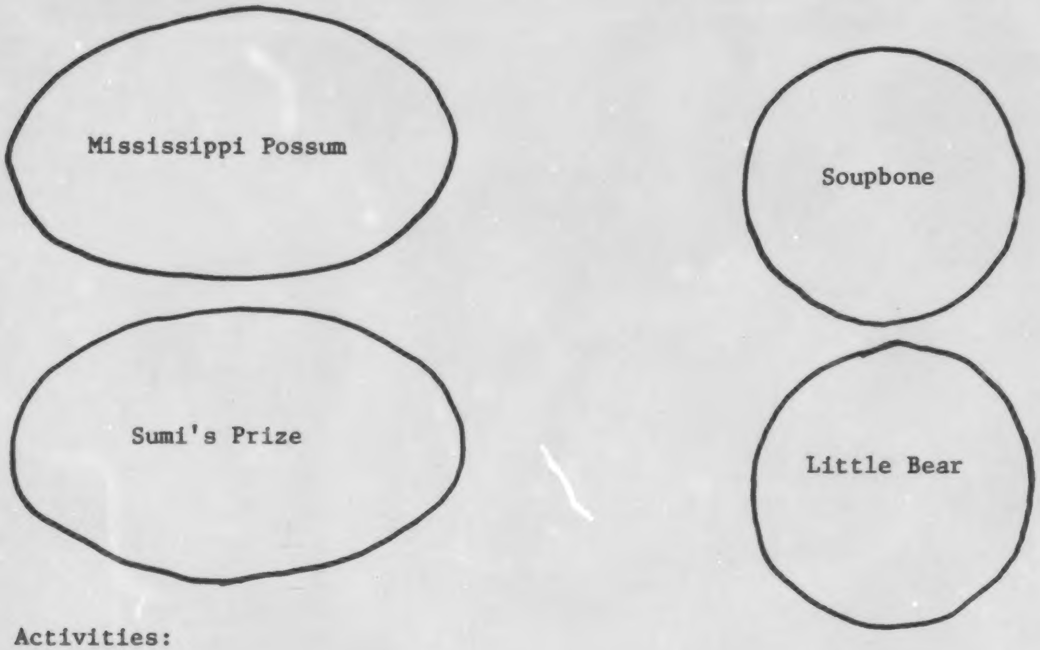
Green Wheel (Titles)	Green Wheel (Authors)
THE SILVER COACH	Adler
FRECKLE JUICE	Blume
DOODLE AND THE GO-CART	Burch
THE CLIMB	Carrick
THE LOST CHRISTMAS STAR	Carroll
FRITZI'S WINTER	Chambers
WHAT IS AN INSECT?	Day
CRANBERRY MYSTERY	Devlin
GONE-AWAY-LAKE	Enright
FILLING THE BILL	Fisher
OLD BLUE	Hancock
ALBUM OF HORSES	Henry
LIGHTNING AND THUNDER	Keen
HERE COMES THE STRIKEOUT	Kessler
THE HALCYON ISLAND	Knowles
TWENTY-ONE BALLOONS	Pene Du Bois
SOUP	Peck
A BIG FAT ENORMOUS LIE	Sharmat
STUART LITTLE	White

Yellow Wheel (Titles)	Yellow Wheel (Authors)
YOUR EARS	Adler
SOUNDER	Armstrong
TWO ON AN ISLAND	Bradbury
BONES ON BLACK SPRUCE MOUNTAIN	Budbill
SUNSHINE: THE STORY OF COAL	Burt
HOUSE OF WINGS	Byars
DID YOU CARRY THE FLAG TODAY, CHARLIE?	Caudill
WOMEN WHO CHANGED HISTORY	Davis
TIME TO LAUGH	Fenner
CRY OF THE CROW	George
ABOUT THE B'NAI BAGELS	Konigsburg
JOURNEY TO AMERICA	Levitin
TAKE SKY	McCord
IT DOESN'T ALWAYS HAVE TO RHYME	Merriam
MARTHA BERRY	Phelan
HISTORY OF THE U.S. FLAG	Quaife
MARIA TALLCHIEF	Tobias
A JAR OF DREAMS	Uchida
HIGHER THAN THE ARROW	Van Der Veer
YOUR SKIN	Zim

OVAL-O or CIRCLE-O

Materials:

1. Soap box or styrofoam tray with round or oval indentions
2. Cirles or ovals of construction paper with title typed on each
3. Small pieces of white scrap paper



Activities:

1. Choose a title, look it up in the card file to determine the author.
2. Write the author's name on the blank side of the title or on a piece of scrap paper.
3. Place title card and filled out scrap paper beside each other on a flat surface for others to examine.
4. Arrange title sides in alphabetical order.
5. Arrange author sides in alphabetical order.
6. See how many authors a player can remember without using the card file.
7. Choose a completed shape, call out the author and the title, then name as many other titles by that author as possible.
8. Choose a title shape, go to the shelf and find that book or another one by that author.
9. Choose a shape, note the author, consult the card catalog and find out how many titles by that author this library owns.
10. Investigate whether any of these titles are Newbery or Caldecott winners.
11. Discover whether any of these authors have received either the Caldecott or Newbery Award.
12. Find out if any of these authors have won any prize for a title.

Contents:

ADVENTURES OF OBADIAH
ALL EXCEPT SAMMY
AND I MEAN IT, STANLEY
ANDY AND THE LION
APRIL'S KITTENS
ARE YOU MY MOTHER?
ARTHUR'S HONEY BEAR
ASK ME ANOTHER RIDDLE
BARKIS
BEDTIME FOR FRANCIS
BEEZUS AND RAMONA
A BIG BALL OF STRING
THE BIG HONEY HUNT
THE BIGGEST BEAR
THE BIRD BOOK
BIRDS AT HOME
BLAZE AND THE MOUNTAIN LION
BREAD AND BUTTER JOURNEY
BREAD AND JAM FOR FRANCES
"C" IS FOR CUPCAKE
CAPS FOR SALE
THE CASE OF THE DUMB BELLS
CHESTER THE WORLDLY PIG
THE CHRISTMAS WHALE
THE CHRISMAS WINDOW
CINDERELLA
THE CLOUD BOOK
COME AWAY
THE CRICKET IN TIMES SQUARE
CURIOUS GEORGE FLIES A KITE
DANDELION
DO YOU HAVE THE TIME, LYDIA?
THE EARS OF LOUIS
EASTER TREAT
ED EMBERLEY'S DRAWING BOOK OF ANIMALS
EDDIE AND GARDENIA
ELLA
EVERETT ANDERSON'S YEAR
THE FIRE CAT
FIVE CHINESE BROTHERS
FROSTY
GEORGIE'S HALLOWEEN
THE GHOST NEXT DOOR
GO, DOG, GO!
GRANDFATHER AND I
GREEN EGGS AND HAM
HENRY RIBSY
HOME FOR A BUNNY
HOP ON POP
I REALLY LIKE MYSELF
I WISH I HAD DUCK FEET
I'LL TEACH MY DOG 100 WORDS
JAKE
LITTLE BEAR'S THANKSGIVING
THE LITTLE FELLOW
LITTLE RUNNER OF THE LONGHOUSE
LONESOME LITTLE COLT
LOST IN THE STORM
LUKE WAS THERE
MARIA'S HOUSE
MERLE THE HIGH FLYING SQUIRREL
MIKE'S MYSTERY
MOON MAN
MOTHER GOOSE
THE MOUSE AND THE MOTORCYCLE
MY GRANDSON LEW
MYSTERY OF THE FAT CAT
THE NIGHT BEFORE CHRISTMAS
PEDRO, THE ANGEL OF OLVERA STREET
PETUNIA
PETUNIA, I LOVE YOU
PETUNIA'S CHRISTMAS
PICKLES AND JAKE
RUNAWAY BUNNY
SAM
SAM AND THE FIREFLY
SNOW PARTY
SOCKS
SPOOKY MAGIC
SQUAWK TO THE MOON, LITTLE GOOSE
SYD HOFF'S JOKE BOOK
THEODORE
THE THIRD GIFT
THUMBELINA
THE TOOTH FAIRY
THE TWELVE DANCING PRINCESSES
TWIST, WIGGLE AND SQUIRM
WHEN LIGHT TURNS INTO NIGHT
WHEN THE WIND STOPS
WHY THE SKY IS FAR AWAY
WINTERTIME FOR ANIMALS
THE WONDERFUL TREE
WOODCHUCK
YOU KNOW WHO

MIND READER

Materials:

1. Card catalog file
2. Teams of threes

Activities:

1. One player stands across the room from the card catalog and calls out the title of a book he chooses from the shelf, table or cart. Catalog checker finds a card for that title in the card catalog and tells the first player which type card he is touching. First player tells what is on the top line.

   Two people look at catalog card and nod head if first player is correct. They shake heads "no" if he does not read their minds correctly.

2. Catalog checker finds a second kind of card for the same book and tells the kind. Player across the room tells what is on the top line.
3. Catalog checker finds a third kind of card for the same book and tells the kind. Player across the room tells what is on the top line.
4. One player chooses a card in card file and tells his partner what is on the top line. The partner across the room identifies the type card it is.

   Then the partner asks for another card for the same book. From across the room the partner tells what is on the top line.

5. Player finds a catalog card and reads top line. Partner finds book on shelf if he knows the division it is in. If not, he asks for the call number, then finds the book on the shelf.

THE TUNE BEYOND

To reinforce position of the call number on catalog cards, sing these lines to the tune of "Jimmy Crack Corn".

Left hand corner is the call number
Left hand corner is the call number
Left hand corner is the call number
In the card catalog.

MR. MAC

Materials:

1. Set of large laminated cards with most of the author's names beginning with Mac.
2. Set of large laminated cards showing the first four letters of the above Mac names as used in the call number.

Activities:

1. Distribute all the author cards to individual players and each will find the matching card.
2. One player draws all of one set of cards and finds the matching card from the other stack of cards. Some call number cards will fit several authors.
3. Alphabetize both sets of cards as for a card catalog file.
4. Locate a book on the shelf which was written by a Mac author.
5. Choose a Mac author and see how many books by that author this library owns.

Contents:

Author Cards

Macauley
Mace
McClintock
McCloskey
McClung
McCord
McDermott
MacDonald
McDonald
McGovern
McGregor
MacGregor
McInnes
Mack
Mackay
MacKay
McKellar
McKenzie
McNeer
MacPherson
McSpadden
McSwigan

Call Number Letter Cards

MACA
MACC
MACD
MACG
MACI
MACK
MACK
MACN
MACP
MACS

NOTE:
The fourth letter is useful because it is needed to shelve accurately.

MATCH POINT

Materials:

1. Titles printed on strips of posterboard about 1/2 inch wide and as long as the title requires. (40-60 titles)

2. Blank strips of paper and felt tip pens

3. The title strips may be quite small and be drawn from a little decorated juice can or other small vase-like container.

Activities:

1. Choose four teams of 5-10 players each (two as "Titles", two as "Authors").
   "Titles" draw one strip from the turned down title strips. "Authors" consult the card catalog silently for the author of any title strip on their team and write author's name on blank strip. When an author has been found for a title, the "Author" and "Title" members step forward and show their combination with the "Author" on the right. The first team that becomes fully "matched" wins.

2. Alphabetize the titles.

3. All the "Authors" get together and arrange themselves in alphabetical order.

Contents:

ALONG CAME A DOG
CALICO BUSH
THE CAT WHO WENT TO HEAVEN
CRICKET IN TIMES SQUARE
THE DARK IS RISING
FOG MAGIC
THE GAMMAGE CUP
GAYNECK, THE STORY OF A PIGEON
GONE-AWAY LAKE
THE GOOD MASTER
THE HUNDRED DRESSES
HURRY HOME, CANDY
INCIDENT AT HAWK'S HILL
INDIAN CAPTIVE
JUSTIN MORGAN HAD A HORSE
THE KENTON YEAR
THE LONER
MAGIC MAIZE
THE MIDDLE MOFFAT
MINN OF THE MISSISSIPPI
MR. POPPER'S PENGUINS
THE NOONDAY FRIENDS
OLD RAMON
OUR EDDIE
PECOS BILL
THE PERILOUS ROAD
RASCAL
SEABIRD
SHADRACH
THE TOMBS OF ATUAN
THE TRUMPETER OF KRAKOW

IT'S LIKE THIS, CAT

Materials:

1. Laminated green assignment strips (4"x 14") which will require title cards for answers.

2. Laminated orange assignment strips which will require author or subject cards for answers.

3. Laminated yellow assignment strips which will require card catalog trays.

4. Card catalog file.

Activities:

1. Hand a yellow card to students as they enter the library. They find the answer in the card catalog and later hand the assignment card to some other person to read the question aloud. They reply, "It's like this, cat" and point out the answer to the group. Each researcher has a checker who looks at the cards found and verifies the answer. Also any other students may look if they want to actually see the cards used.

2. Use green cards and repeat the procedure in 1.

3. Use orange cards and repeat the procedure used in 1.

4. Combine yellow, orange and green cards and proceed as in 1.

Contents:

1. Yellow strips

   In which drawer will you find cards for these authors?

   Clarence Anderson
   Laura Bannon
   Margaret W. Brown
   Clyde Robert Bulla
   Beverly Cleary
   Wesley Dennis
   Eleanor Estes
   Walter Farley
   Carolyn Haywood
   Marguerite Henry
   Robert Lawson
   Lois Lenski
   Hugh Lofting
   Robert McCloskey
   Robert McClung
   Marion Renick
   Laura Ingalls Wilder
   Catherine Woolley

2. Green strips

   A card for the book *A Fly Went By*
   A card for the book *Henry Huggins*
   A card for the book *The Man Who Lost His Head*
   A card for the book *The Ranch Book*
   A card for the book *A Ride on High*
   A card for the book *Two Is a Team*
   A card for the book *You Will Go to the Moon*

3. Orange strips

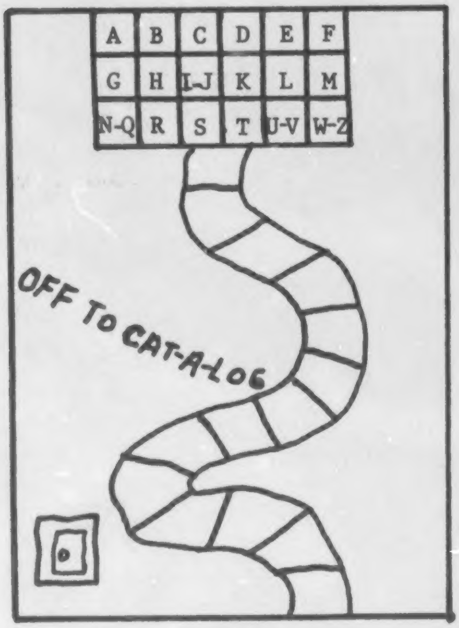
   Cards that tell you books this library has by:
      Natalie Savage Carlson
      Walter Farley
      Laura Ingalls Wilder

   Cards that tell you whre to find books about:
      Dogs
      Horses
      Indians

OFF TO CAT-A-LOG

Materials:

1. Large game board
2. 15 sets of catalog cards (author, title, subject)
3. Six markers (plastic toy object or heavy cardboard)
4. Laminated colored instruction cards (2 1/2" x 3")



Activities:

1. Player chooses a marker, then draws a catalog card from the face down shuffled stack.
   Player draws an instruction card from the shuffled face down instruction card stack and moves marker as it says.
   First one to the card catalog wins.

Contents:

Instruction Cards

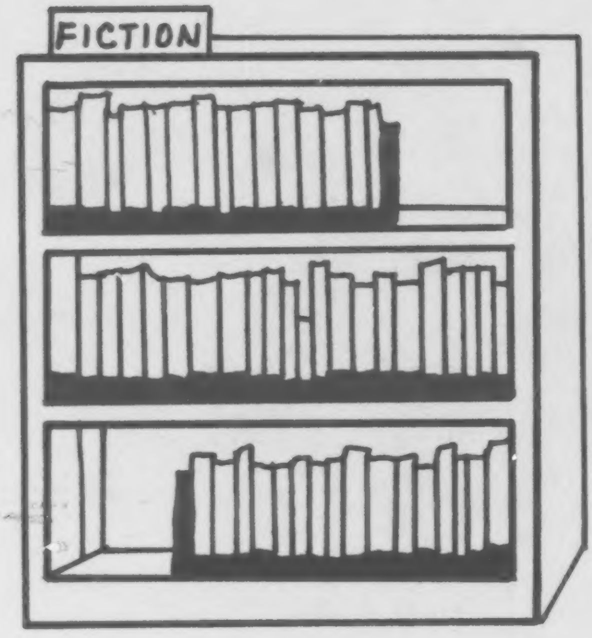
If you draw an AUTHOR card:
- jump the next marker ahead of you (1)*
- advance 4 spaces (1)
- advance 3 spaces (2)
- advance 2 spaces (3)
- advance 1 space (5)
- stay where you are (1)
- go back 1 space (2)
- go back 2 spaces (2)
- go back 3 spaces (1)
- go back to the nearest marker (1)

If you draw a SUBJECT card:
- jump the next marker ahead of you (1)
- advance 4 spaces (1)
- advance 3 spaces (2)
- advance 2 spaces (3)
- advance 1 space (3)
- stay where you are (1)
- go back 1 space (2)
- go back 2 spaces (2)
- go back 3 spaces (1)

If you draw a TITLE card:
- jump the next marker ahead of you (1)
- advance 4 spaces (1)
- advance 3 spaces (1)
- advance 2 spaces (3)
- advance 1 space (3)
- stay where you are (1)
- go back 1 space (2)
- go back 2 spaces (2)
- go back 3 spaces (1)
- go back to the nearest marker (1)

* (1) number of identical cards

SHELF ARRANGEMENT



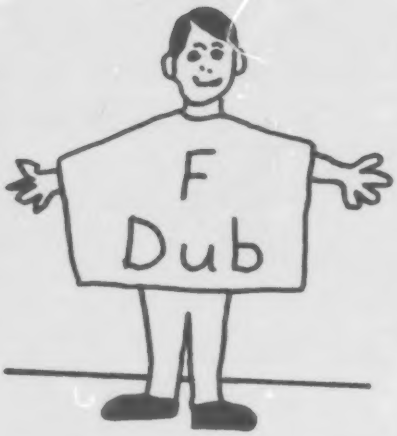
PAPER WORK

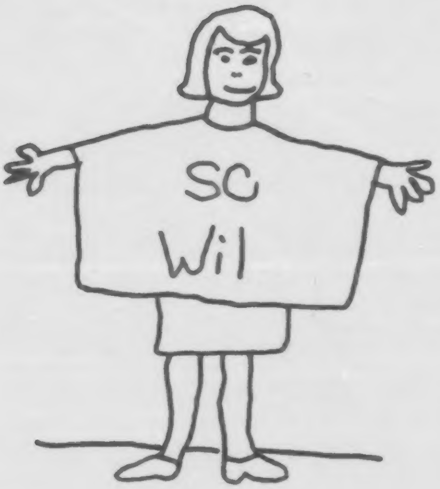
Materials:

1. Set of newspaper capes, fashioned from ad pages, with a fiction call number written with very heavy felt tip pen on both front and back.
2. Teams of players, a number of spectators.

Activities:

1. Each player dons a cape and lines up as books with these spine markings would appear on shelf.
2. Spectators check for accuracy.
3. An "Organizer" for each team may put players in shelf order.
4. Repeat 1-3 with short stories capes.

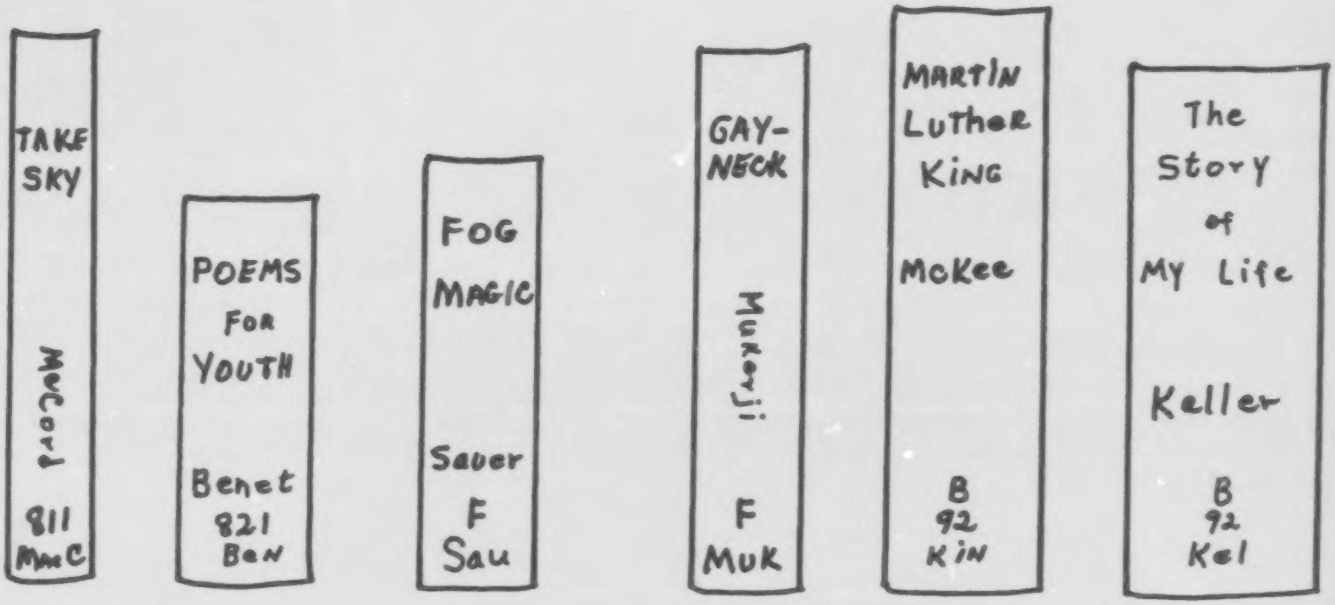




PRESHELVING PRACTICE

Materials:

1. Several library books of same type (biography, fiction, 500's, 800's)
2. Book cart, book ends, table
3. Simulated book spines made of construction paper or Bristol board about 3" x 15"


TAKE SKY
McCord
811 McC
POEMS FOR YOUTH
Benet
821 Ben
FOG MAGIC
Sauer
F Sau
GAY-NECK
Mukerji
F Muk
MARTIN LUTHER KING
McKee
B 92 KIN
The Story of My Life
Keller
B 92 Kel

Activities:

1. Place books in groups of ten on a table and let students arrange in shelf order between bookends.

2. Have students arrange books alphabetically on the top shelf of a book cart. Both sides of the cart may be used simultaneously.

3. Have students show where his library book being returned should be shelved.

4. Using large simulated spines, let each person point to the call number, then the author's name, then the publisher to call attention to the difference.

5. Using simulated paper spines for one Dewey category, students arrange themselves in a line in correct shelf order. Award each member of the team that lines up correctly first a book marker.

Activities:

Shelve in this sequence: 300's, 500's, 800's, 900's, using whole numbers first, then the ones with a decimal and last the two sets with a complete call number.

1. Deal out the cards to shelvers, choose a shelf to fill.
2. By turns each shelver lays down a card before or after the proper card as books would be placed on the shelf until all cards are played.
3. Check the entire shelf and then go on to another division or yield to another team.
4. Using the tall cards and the bottom shelf, repeat 1-3.
5. Take a card and see if there is a book whose spine is marked exactly like it on the shelf today. Show it to a friend.

Contents:

Small Cards

323, 331, 340, 341, 352, 353, 355, 358, 383, 389, 394, 395, 398,
507, 510, 523, 525, 531, 534, 535, 536, 537, 551.4, 551.5, 552, 560,
568, 574, 581, 582, 589, 591, 597, 598, 598, 598.1, 599

612, 613, 614, 617, 621.3, 622, 625, 629.1, 629.2, 630, 634, 635, 635, 636,
639, 639, 641, 646, 649, 652, 655, 665, 913.3, 914.3, 915, 915.6, 916.2,
916.5, 917.1. 917.2, 917.6, 917.7, 917.9, 918.1, 918.2, 919.4, 935, 940.1,
942, 944, 956.9, 973.2, 973.7, 974.7, 974.8, 975.5, 976.4, 977.4, 978, 979,
998.2

Large Cards

352 MacG, 352 MacG, 352 MacP, 352 MacP, 394 MacI, 394 MacK, 394 MacK,
395 MacD, 395 MacD, 398 MacD, 398 MacD
507 Bei, 507 Bei, 537 Bei, 537 Bei, 539 Quo, 539 Quo

551.4 Bra, 551.4 Bra, 551.4 Bya, 551.4 Bya, 551.4 Cos, 551.4 Cos, 574 Cos,
574 Cos
629.1 Def, 629.1 Def, 629.1 Due, 629.1 Due, 629.1 Duf, 629.1 Duf, 629.2 Heu,
629.2 Heu, 629.1 Heu, 629.1 Heu, 640 MacP, 640 MacP, 641 MacK, 641 MacK,
641 MacL, 641 MacL, 666 Fle, 666 Fle, 666 Goe, 666 Goe

Tall Cards

394 Sho (Showers) Columbus Day, 398 Gri (Grimm) Snow White and Rose Red, 591 Sel (Selsam) All About Eggs, 595 Vev (Vevers) Ants and Termites, 811 Ali (Aliki) I Like Weather, F Cle (Cleary) Ramona and the Pest, F Gal (Gall) Little Black Ant, F Gra (Grahame) Wind in the Willows, F Jus (Justus) Home for Billy, F Ren (Renick) Boy at Bat

THIS SPOT

Materials:

1. Book carts
2. Twenty to twenty-five books (same Dewey division) placed on top shelf on both sides of the carts.

Activities:

1. Two players stand with back to each side of cart. At a signal, begin arranging books as they should be on the shelf. Two different players check a side as an "arranger" finishes. Discuss any questionable placement.
2. Each student takes a book from the cart, hurries to the proper division label, holds up his hand. A checker comes and, after looking at the book, nods head if this is the right group of shelves. Player then locates the exact spot where the title should be, puts the book in half way and raises hand. Checker sees if correct. If so, pushes the book into place evenly.
3. Eventually these books on the cart can be those returned by a class. Place books on cart as checked in, then each student choose a book, pass by the proper shelf label, then shelve the book, stand there until placement is checked.
4. With a small felt tip pen letter about 300 large lima beans like the spines of fiction books. Spray lightly with Spraylon. Place in a jar, potato chip can or small black "bean pot".

   Distribute by handfuls to students who place in shelf order. Later ask each student to draw one bean, go to the shelf or cart and find a book whose spine is marked exactly that way. If he likes the book, he may check it out. Repeat with short stories after studying that category.

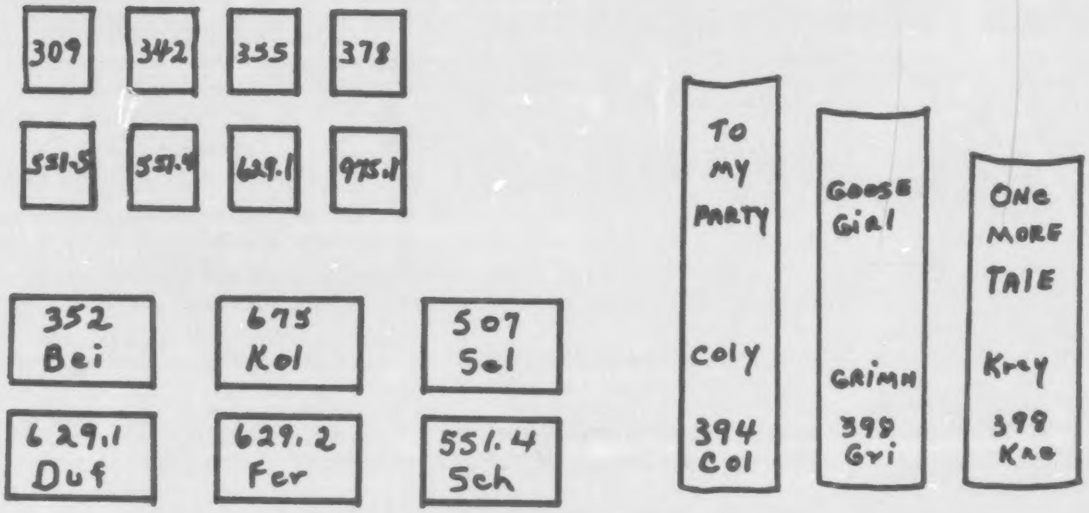
   After studying two or three non-fiction categories, prepare two sets of beans for each category, one with whole numbers and another with decimals. Repeat the process above.

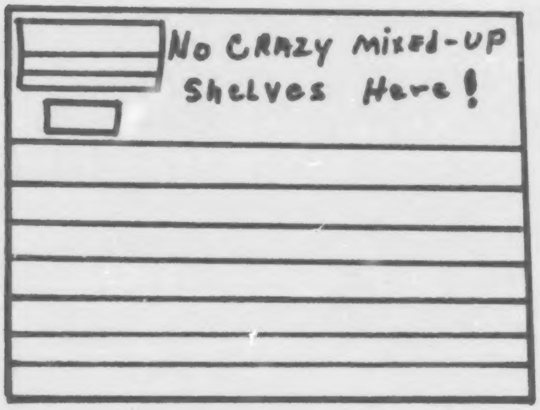
   Mix all categories together and arrange as they would appear on the shelf. Make a separate row for each type of book.

NO CRAZY MIXED-UP SHELVES HERE!

Materials:

1. Large playing board
2. Set of laminated cards with Dewey whole numbers
3. Set of laminated cards with Dewey numbers having one decimal
4. Set of laminated tall narrow strips with title, author, and call number on each


309
342
355
378
551.5
551.4
629.1
975.1
352 Bei
675 Kol
507 Sol
629.1 Duf
629.2 Fer
551.4 Sch
To my Party
Coly
394 Col
Goose Girl
Grimm
398 Gri
One More Tale
Krey
398 Kre


No Crazy Mixed-Up Shelves Here!

Instructions:

Arrange cards and strips on large playing board as books would appear on shelves.

IT GOES HERE

Materials:

1. At least 60 cards with a different author's last name written on each.

Activities:

1. Two to four students draw 10 cards each from the shuffled stack of face down cards. Each arrange the cards in alphabetical order from left to right.

2. Find at least one title in the card catalog by one of the authors.

3. Locate the title found in 2 on the shelf and let a friend check for accuracy.

4. Shuffle all cards together and place in alphabetical order left to right.

Contents:

Adler
Adoff
Andersen
Anderson
Angeli
Beim
Blough
Bradbury
Cooper
Craig
D'Amato
D'Aulaire
Davis
DeLage
Dolch
Eager
Eastman
Elgin
Elkin
Enright
Farley
Firmin
Fisher
Gackenbach
Glendinning
Glubok
Hays
Henry
Hoff
Irving
Jackson
Judson
Justus
Keats
Kessler
Kraus
Latham
Lauber
Lindgren
Macaulay
McClung
Meyer
Neigoff
Newberry
O'Dell
Parish
Patterson
Politi
Radlauer
Rey
Rockwell
St. John
Scarry
Simon
Thayer
Tresselt
Turkle
Udry
Van Steenwyk
Viorst
Waber
Wahl
Warner
White
Williams
Yashima
Yolen
Zemach
Zim

TITLE-O

Materials:

1. At least ten popular authors' names printed on the same color laminated Bristol board cards.
2. Three to five title cards for each author (on a different color).

Author Cards (yellow)	Title Cards (green)
Udry, Janice	Little Bear's Visit
Peet, Bill	Part-time Dog
	Where's Andy

Activities:

1. Players draw a yellow author card and place them all on table or on the floor in a row.
2. Each player chooses a green title card from stack and looks up author in card catalog.
3. Places title card under correct author until all title cards are used.
4. Arrange titles in alphabetical order under author card. First player to finish is winner.
5. Take a title card to the shelf and find the book.
6. Take an author card and see how many of his books are on this shelf.

Contents:

Authors

Anderson, C. W.
Fisher, Aileen
Martin, Patricia Miles
Minarik, Else
Parish, Peggy
Peet, Bill
Stanek, Muriel
Thayer, Jane
Tresselt, Alvin
Udry, Janice

Titles

AMELIA BEDELIA
ANIMAL DISGUISES
BEAVER POND
BILLY AND BLAZE
BLAZE AND THE FOREST FIRE
BLAZE AND THE LOST QUARRY
BLAZE AND THE MOUNTAIN LION
BUNNY IN THE HONEYSUCKLE PATCH
CAT AND DOG
CHESTER AND THE WORLDLY PIG
CLUES IN THE WOODS
CRICKET IN A THICKET
FAREWELL TO SHADY GLADE
FATHER BEAR COMES HOME
FILLING THE BILL
FILLY FOR JOAN
GOING PLACES
GRANNY AND THE DESPERADOES
GRANNY AND THE INDIANS
GROWL WHEN YOU SAY R
HIDE AND SEEK FOG
HUGE HAROLD
I LIKE WEATHER
INDIANS
JENNIFER AND JOSEPHINE
JOHNNY MAPLE-LEAF
A KISS FOR LITTLE BEAR
LET'S BE ENEMIES
LISTEN, RABBIT
LITTLE BEAR
LITTLE BEAR'S VISIT
LITTLE INDIAN
LONESOME LITTLE COLT
THE MOON JUMPERS
NO FIGHTING, NO BITING
POCAHONTAS
PUMPKIN PATCH
THE RICE BOWL PET
ROCKETS DON'T GO TO CHICAGO, ANDY
TOO MANY RABBITS
A TREE IS NICE
TWENTY GALLANT HORSES
WAYS OF ANIMALS
WHAT MARY JO SHARED
THE WHINGDINGDILLY
WHITE SNOW, BRIGHT SNOW
WHO'S AFRAID IN THE DARK?
WORLD IN THE CANDY EGG

SHELF WIZARDS

Materials:

1. Strips of heavy colored Bristol board (3" x 15") with call numbers lettered on each
2. Other strips like those above but lettered with entire call numbers

Activities:

Play in this order: F, SC, Biography, Non-fiction categories, one at a time

1. Each player on a team draws a "book" to be shelved. By turns each lays his "book" on a table, ledge, or floor in the order it would appear on the shelf, using Dewey numbers only.
2. Team that gets all correct says in unison "Shelf Wizards".
3. Players line up in proper shelf order, holding "book" in front of themselves. First team in correct order gets to choose which category to use next.
4. Teams choose a "book", line up in front of observers without looking at their "books". A "shelver" lines each team up. First team in order wins.
5. Using the cards with complete call numbers, repeat 1-4.
6. Take card with complete call number to the shelf, see if there is a book with that call number there.

Contents:

323
331
332
333
339
340
341
358
359
372
372.2
383
385
386
392
394
394
395
507
508
520
523
525
529
531
534
535
536
537
540
549
551.4
551.5
552
560
572
574
580
582
595
597
598
598.1
709
728
738
740
745
780
780
781
782
782
784
785
787
790
791
791
792
792
794
794.6
795
796.4
796.9
797
797.1
797.2
799
799.2
808
808.1
808.6
808.8
810
811
817
821
873
883

SC

Bey
Bla
Ble
Bli
Blo
Buc
Bud
Cor
Cra
Cro
Duf
Gar
Gip
Hem
Hen
Hug
Lew
Lif
MacI
Mye
Pol
Pro
Saw
Sch
Sci

F

Ben
Bin
Boe
Bol
Bro
Bul
Che
Chi
Cle
Clu
Dea
Del
Gar
Gui
Len
Lyn
MacD
MacF
Sch
Sci
Sue
Swe
War
Wat
Wea
Wei
Wen
Wil
Wol
You

B 92

Bal
Bla
Con
Car
Col
Dew
Dey
Dol
Del
Ger
Gri
Hol
Lin
MacD
MacM
MacN
New
Nie
Non
Nue
Pau
Oil
Rul
Was

Complete Call Numbers

331 Bul
333 Sce
341 Sai
353.9 Bel
353.9 Ben
353.9 Bla
353.9 Ble
372.2 Gra
372.2 Hel
372.2 Hil
394 Sch
397.2 Gar
398.2 Bre
398.2 Che
398.2 Wil
398.2 Wol
398.3 Lac
398.3 Lan
398.3 Lea
398.3 Lom
510 Lob
520 Duf
523 Gle
523.2 Gle
523.3 Cho
525 Mon
529 Buc
534 Ili
535 Ole
549 Que
551.4 Lac
551.4 Lec
551.5 Lac
551.5 Ler
568 Nen
572 Rad
572 Rel
574 Bol
591 Clo
591 Clu
595 Kin
597 Ilo
597 Ind
599 Tal
709 Bre
709 Cha
709 Cie
728 Mot
728 Nic
781 Loc
782 Len
791 Van
791 Vet
794.6 Pro
794.6 Que
794.6 Ros
796 Was
796.3 Ful
796.3 Smi
796.3 Sto
796.8 Due
796.8 Lod
796.8 Smi
796.9 Smi
796.9 Sun
797.1 Twa
797.1 Twe
799 Hal
808 Mun
808.8 Jan
808.8 Joh
811 Bre
811 Bul
811 Del
811 MacC
811 MacD
821 Ste
821 Stu
799.1 Ger
799.1 Jac
799.2 Fom
799.2 Ger

F

Alc
All
Bre
Bro
Ced
Col
Cro
Cul
Dea
Dei
Gal
Gen
Hou
Nor
Not
Par
Ple
Por
Rau
Raw
Ren
Sce
Sch
Sci
Sho
Wil
Woh

B 92

And
Bal
Bar
Car
Col
Coo
Cro
Cub
Ful
Hug
Ina
Jef
Kin
Kis
Lin
Lio
MacC
MacD
MacP
Mod
Qui
Spy
War
Was
Wat
Wol

SHELF SOLITAIRE

Materials:

1. Thirty laminated cards of same color with whole Dewey numbers printed on them
2. Thirty laminated cards of Dewey numbers with one decimal (different color from 1)
3. Fifty laminated cards (larger than 1 & 2 and a different color) with entire call numbers (no decimals)
4. Fifty cards with Dewey numbers containing one decimal (same size but different from 3)

Activities:

1. By turns each player draws a Dewey card from the shuffled stack of cards.
2. Next player draws a card and places it to the right or left of the first card played but it must be a different color.
3. Each "shelf" must be arranged in numerical order with alternate cards in different color. (blue, orange; or orange, blue; red, green or green, red).
4. Any player may begin a different "shelf" if he draws an appropriate card.
5. If a card drawn cannot be played either right or left anywhere on the board, place it at the bottom of the stack.
6. Team that completes an entire "shelf" first is the winner.

Contents:

Green

507, 523.2, 549, 551.3, 551.4, 551.5, 574, 574.9, 581, 589, 598.1, 599, 610, 628, 629.1, 629.2, 636, 636.2, 646, 652, 670, 678, 699, 621.3, 728, 746, 791, 793, 796.7, 796.9, 916.2, 917, 917.1, 917.7, 918.2, 940.3, 951.2, 956.9, 971, 972.9, 973.4, 973.6, 974.7, 998.2

Red

523, 539, 551.2, 551.4, 551.5, 574, 574.3, 581, 583, 598.1, 598.8, 614, 621.9, 629, 629.1, 629.8, 636.2, 636.6, 647.9, 664, 677, 694, 720, 741, 746, 792, 796.4, 796.8, 914.3, 916.5, 917.1, 917.2, 918.1, 919.4, 943.9, 956.7, 970.1, 972.9, 973.3, 973.4, 973.7, 991.4

Orange

325.7 Wen, 325.7 Woo, 325.7 Wor, 535.9 Dou, 535.9 MacB, 353.9 MacG. 372.2 Cod, 372.2 Cre, 372.2 Cri, 372.2 Cro, 383.3 Bro, 383.3 Bec, 383.3 Bun, 392.2 Cur, 394 Alc, 394 Cli, 394 MacD, 394 MacF, 614 Moe, 621.3 For, 621.2 Fre, 621.9 Fro, 628 Fum, 629.1 One, 629.1 Oni, 629.1 Tob, 629.2 Rad, 629.2 Rod, 629.8 Clo, 629.8 Lea, 636 DeA, 636 Dei, 636.2 MacM, 636.2 MacW, 646 Que, 646 Quo, 647.9 Sce. 647.9 Sci, 652 MacM, 652 MacP, 664 Por, 664 Pro, 669 Cie, 669 Cle, 677 Blo, 677 Sch, 678 Sci, 678 Sto, 694 Sci, 694 Stu, 720 Fic, 720 Fie, 728 Kon, 728 Ler, 746 Pic, 746 Por, 746 Pro, 791 Gam, 791 Gan, 791 MacM. 791 MacN, 792 DeA, 792 Dee, 793 MacP, 793 Mae, 796.4 MacK, 796.4 MacL, 796.7 Pul, 796.7 Pul, 796.8 Pre, 796.8 Que, 796.9 Bab, 796.9 Bac, 796.9 Bof

Blue

523 Son, 523.2 Tho, 523.2 Try, 539 Sch, 539 Sci, 539 Ton, 549 MacN, 551.2 Kon, 551.2 Kug, 551.3 Jac, 551.3 Joh, 551.2 Sci, 551.4 Bal, 551.4 Bar, 551.4 Ber, 551.4 Bro, 551.4 Cem, 551.5 Chi, 551.5 Cru, 574.9 Ble, 574 Cri, 574.9 Blo, 581 Mei, 581 Moc, 589 Deb, 589 Dle, 598.1 Cle, 598.1 Clo, 599 Sch, 914.3 Dou, 914.3 Duf, 916.2 Lab, 916.2 Lan, 916.5 Fer, 916.5 Fra, 916.5 Fre, 917.1 Arc, 917.1 Kur, 917.2 Qui, 917.7 MacD, 917.7 MacG, 918.1 Ces, 918.1 Muc, 918.2 Gri, 918.2 Len, 919.4 Mue, 919.4 Mur, 940.3 Ebe, 940.3 Eis, 943.9 Bue, 943.9 Cal, 951.2 Col, 951.2 Cro, 956.7 Non, 956.7 Noo, 956.9 Goe, 970.1 Gay, 970.1 Gen, 970.1 Gre, 973.4 Aud, 973.4 Aus, 973.7 She, 974.7 Wie, 974.7 Wis, 991.4 The, 991.4 Thi, 998.2 Com, 998.2 Cro, 998.2 Poc

KNOTTY SHELVES

Materials:

1. Two teams of 5-10 players each, 2 shelvers and a back-up for each team player.

*2. Thirty to fifty real or imaginary titles on strips (posterboard, laminated) which contain many of the "problems" as contractions, abbreviations, Arabic numbers, etc.

Activities:

Players stand in a row facing opposing team. A "back-up" stands behind each player. A "shelver" stands at each end of teams.

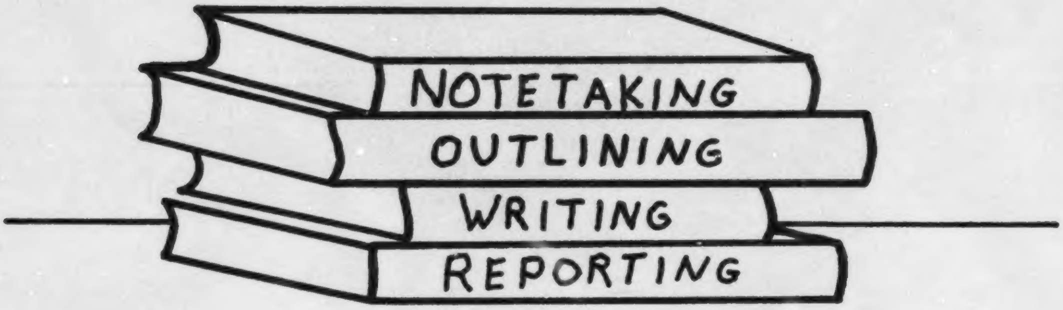
1. First player draws a title from stack of strips and places face up.
2. First player of opposing team draws title and places face up.
3. Beginning with second player, in order each person picks up title. As he points to where it goes in relation to preceding title like books are placed on shelves, the "back-up" nods his head and says "knotty" if he agrees. If he disagrees, partner misses turn until rest of team has placed titles.
4. Players who missed a turn try to place their titles again.
5. "Shelvers" decide on any titles which are not then placed.
6. Placement of titles may be discussed when all titles are in place as team members raise hands and "shelvers" explain any questions.
7. Players choose someone to take their places.
8. Teams draw other titles and arrange between titles "shelved" in first go round.

*Assume that all these titles are written by the same author or that you are making a list of titles for a friend.

Contents:

AN ANCIENT TALE
AND TO REMEMBER OUR DAYS
AREN'T WE LUCKY?
CALL MR. COOKSEY
CAPTAIN JEANS AND THE SUN
THE CASE OF MRS. MEYER'S CUBS
A CHAIN OF MOUNTAINS
COLONEL DREW'S ISLAND
DANNIE AND THE SKI SLOPE
DOCTOR CHENTY AND SONS
DR. MUFFLEWUMP
FLOREY STREET BLUES
FLOREY STREET MYSTERY
HE'LL COME HOME, MACADOO
THE HOUSE AT 257 LYONS ST.
THE INSTANT CATCH
KITE AT IZZARD'S CORNERS
A LEAF, THEN A FLOWER
LET'S LOOK AT MT. RAINIER, BUZZY
MACINAW ISLAND BURRO
McILHANEY ISN'T HERE
McNAIR'S RETREAT
THE MYSTERY OF MT. HOOD
NORTHERN PLANTS AND ANIMALS
1, 2, 3 ...
100 POEMS FOR SQUIRMERS
A PLACE OF MONUMENTS - MT. RUSHMORE
THE PUMPKIN SHELL MYSTERY
ROOM 37
SINCE 1620
SOON WE'RE ZOOMING
SPEAK TO MRS. McNEIL
THAT'S MR. WALLINS' DOG
THERE'S ANOTHER!
A TREASURY OF TEXAS TOADS
29 CANARIES
WE WENT BY AN ELEPHANT
WHERE'S COL. MacINTYRE?
WILLIE COMES IN 4TH
THE ADVENTURE OF ST. CECILE
THE BIRDS OF ST. FRANCIS
FOLLOW THE SAINT LAWRENCE TRAIL IN MAY
ST. ELMO'S FIRE
SAINT JOHN, THE FOURTH GOSPEL
THEY BEGAN IN FT. WORH

USING
INFORMATION


NOTETAKING
OUTLINING
WRITING
REPORTING

USING INFORMATION

LITERATURE (Sense-provoking Language)

Concepts:

Writers convey ideas and feelings by the ways they make words work for them. A good writer uses words that appeal to the senses because people learn through their senses. Exact nouns, specific verbs and expressive adjectives help most in appealing to the senses.

Activities:

1. SIGHT
   - A. What was the biggest thing you saw this week? The smallest?
   - B. A lizard on a brick wall looks like ...
   - C. What have you seen that was so beautiful you would want others to see it?
   - D. What do you see when you look into the sky?
2. HEARING
   - A. What sounds do you hear right now?
   - B. What is a pleasant sound of night?
   - C. What does rain sound like?
3. TOUCH
   - A. What have you touched that makes you shiver?
   - B. What does a breeze feel like?
   - C. What have you touched that warns of danger?
4. SMELL
   - A. How do you describe the smell of roses?
   - B. What smell makes you most happy?
   - C. What smells make you think of a vacation?
5. TASTE
   - A. What tastes good to you? Bad?
   - B. What has a spicy taste? A bitter taste?
   - C. Describe the sour taste you like best.
6. Write a brief paragraph containing words which appeal to all the five senses.

LITERATURE (Figurative Language)

Concepts:

Authors often impart ideas by using words to create a vivid picture of something similar to the object or action they wish to describe. This is known as FIGURATIVE LANGUAGE. Figurative language may be a simile or a metaphor. Similes and metaphors which have been used until most people are familiar with them lose some of their impact but continue to be used. To be interesting, use them sparingly! (Hot as a pistol, cold as ice, lame duck, bitter as gall, slow as molasses)

Activities:

1. A SIMILE is an imaginative comparison that always contains the word as or like. "Hard as a sidewalk". "She walked like a queen".

   Complete these phrases:

   Useless as ____________________
   Exciting as ____________________
   Unusual as ____________________
   Attractive as ________________
   Old as __________________________
   The noise was like ___________
   Glitters like ___________________
   Marching like ___________________
   Running like ____________________
   Chattered like __________________
   Snapped the sapling like _______
   The sun looked like ____________

2. With a partner, practice orally, saying sentences containing similes.

3. Find similes in stories in readers, magazines, texts and make a collection of the ones which make the most vivid pictures in your mind. Share with others.

4. Find similes in poems and share with the class.

5. Search popular songs for similes. Play the song for the group and ask them to write down all the similes they hear. Play again and check.

A METAPHOR simply states the similarity, letting the reader or listener mentally supply the as or like. "The toddler parroted every word." "She had a mop of black hair." "Time flies on swift wings." "Golden spears of light shot into the room."

1. Complete these expressions:

   The snow was ____________.
   The butter was ___________.
   My kitten is _____________.
   The smoke was ____________.
   The rocket was _________________.
   The clouds were ________________.
   In August the house was ________.
   The auditorium was _____________.

2. Locate 10 metaphors in poems or stories. Record them and discuss with several others.

3. Describe these things in complete sentences using metaphors: distant mountains, mesquite trees in the wind, a stormy day, a sunrise, a tired child, a playful pup, a concert.

4. Illustrate several metaphors which appeal to you.

A metaphor which suggests that a thing or animal has human characteristics is called PERSONIFICATION. The flames danced in the fireplace. The moon sang a song. His paintings walked off with the blue ribbon. The huge pine was a tall sentinel overseeing the plains.

1. Personify these things in a sentence: cane, statue, car, persimmon, fence, rabbit, horse, cucumber, fish, wheel, hurricane, clothes drying on a line, flowers in a yard, the winter wind.

2. Seach popular songs for examples of personification. Share with others.

LITERATURE (Poetry)

Concepts:

Hearing and saying poetry are essential to enjoying it. Poems may not appear inviting on a printed page, but when they are read aloud well, their unique qualities come to life. Relate poetry to the life of children. Be alert to opportunities which the school day affords for sharing poetry.

> "Poetry is not subject matter to be taught and assigned, but is instead an awakened sensitivity to kinds of experience; and what we call poetry is the means by which these sensitivities are communicated from one person to another."
>
> \- Ruth Reaves

Activities:

1. Poetry is the literary form best suited for choral speaking. Good selections are strongly cadenced, provide for contrasts in sound and mood, are structurally uncomplicated, appealing to young children, and brief enough to be easily memorized.

   The beginning steps in choral speaking are very simple and informal. Invite children to say their favorite poem or part of a poem along with a leader. Help the children to keep their voices soft and light, avoid singsong lines, overdramatics, loud voices and increased speed. Speak each word distinctly.

2. A poem marks the time for marching or skipping just as well as music. While part of the group says, "Hippity hop to the barber's shop," a few skip to it. Others can gallop to "Ride a Cock Horse" or rock to "Hush-a-bye-baby." Let one or two children do the action so that the sound of their feet does not cover up the voices or cause the children to slip unconsciously into loud, harsh tones. Do the early work with verse speaking largely in unison so that children learn to think and speak as a group with light, clear voices and in perfect rhythm. Later the selection can be broken into group parts.

3. Perform the different types of choral reading:

   The refrain; A leader is chosen, the class says the refrain.
   The two-part arrangement: One-half the children say one part, the other half the other part.
   The line-a-person: Each child has a chance to speak one or more lines individually.
   Unison speaking: The groups speak together.

4. Paint with water color or pastels the scene a poet painted with words.

LITERATURE (Fiction)

Activities:

1. Read a favorite novel again and, in one sentence, write the main idea of the story. Comment on one of the characters.

2. Pretend to be a character from a well-known story and act out a brief scene. Let classmates guess who the character is and in what book he appears.

3. Write the next sentence of this story. Fold the paper down. Pass it to the next person who adds a sentence without reading anything except the sentence you wrote.

   "I had always wanted to have an entire day to myself ..."

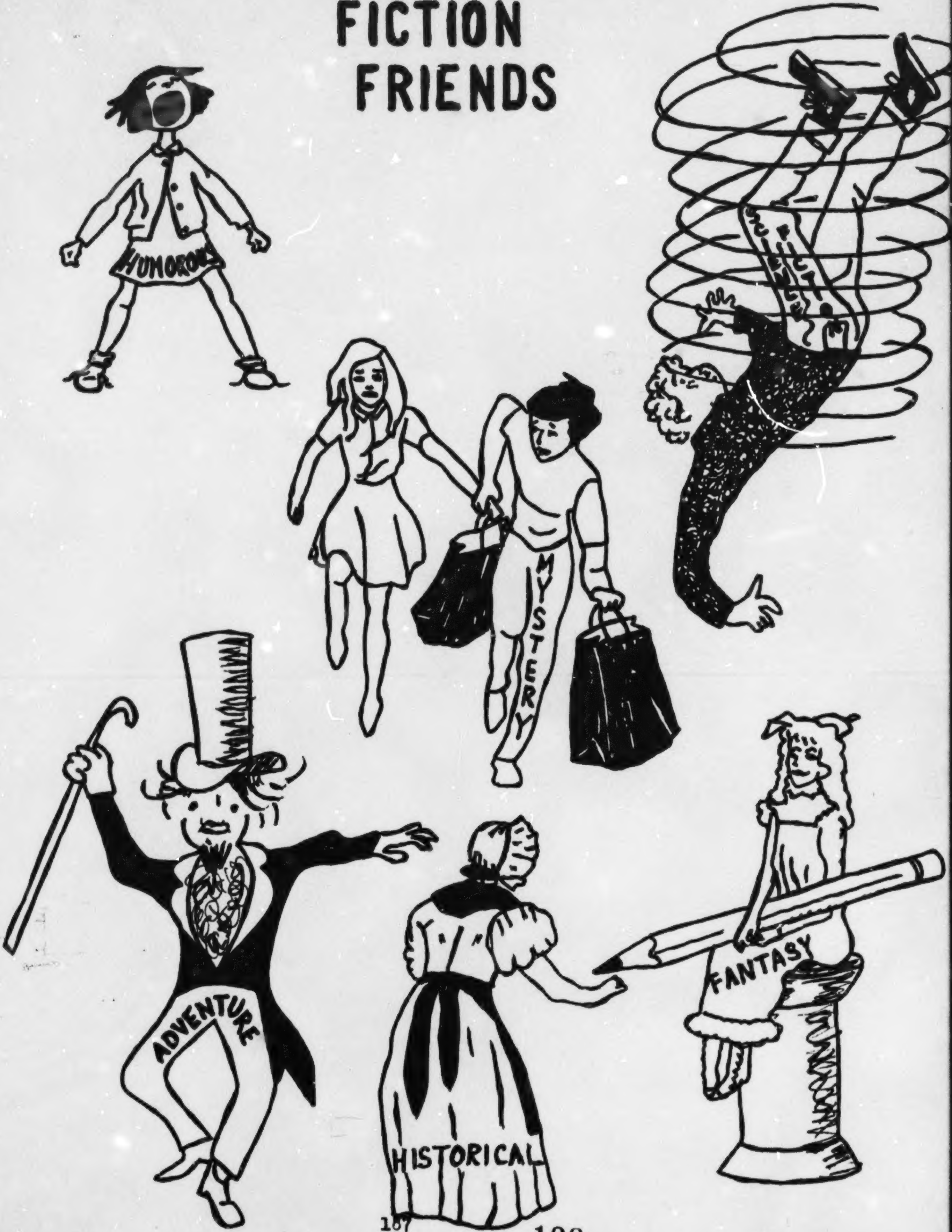
4. Students choose a theme (sea, mystery, vacation) and read several books (both fiction and non-fiction) on that subject. Let a panel composed of those who read on the same subject discuss and compare plots and setting. Examine the facts included to see if they are scientifically accurate.

5. Make this sentence "Just then I felt a soft scratching..." become a brief story.

6. Read two non-fiction books on a favorite subject. List 5-10 significant facts that each brings out. Compare to see how many of the same ideas both authors included. Then see if they agree on details about these ideas. Read a novel on the same subject and see how many facts are incorporated in the story.

7. Read five short stories. For each write a different ending. Three different endings?

FICTION
FRIENDS


HUMOROUS
SCIENCE FICTION
MYSTERY
ADVENTURE
HISTORICAL
FANTASY

FICTION FRIENDS

Get to know "Fiction Friends" by reading at least five books from these lists of books owned by this library. Circle the author of each title read and add any others which fit this type of fiction at the bottom the page. Each student who completes all types of fiction requirements could make a booklet of this achievement and illustrate the cover. Color the indicated type on the illustrated page as each is completed or cut it out and place it on the same page with the list.

ADVENTURE

Alexander, L.	MARVELOUS ADVENTURES OF SEBASTIAN	Dutton
Allen, A.	DANGER ON BROKEN ARROW TRAIL	Whitman
Anderson, E.	THE ICE-BOUND TREASURE	Denison
Budbill, D.	SNOWSHOE TREK TO OTTER RIVER	Dial
Byars, B.	TROUBLE RIVER	Viking
Catherall, A.	THE BIG TUSKER	Lothrop
Catherall, A.	KIDNAPPED BY ACCIDENT	Lothrop
Catherall, A.	RED SEA RESCUE	Lothrop
Farley, C.	THE GARDEN IS DOING FINE	Atheneum
George, J.	MY SIDE OF THE MOUNTAIN	Dutton
Greene, C.	THE UNMAKING OF RABBIT	Viking
Henry, M.	BRIGHTY OF GRAND CANYON	Rand
Hicks, C.	SUPERWEASEL	Holt
Holland, I.	JOURNEY FOR THREE	Houghton
Lauber, P.	ADVENTURE AT BLACK ROCK CAVE	Random
Lee, R.	IT'S A MILE FROM HERE TO GLORY	Little
Lippincott, J.	THE WAHOO BOBCAT	Lippincott
McAulay, S.	IN SEARCH OF PETROGLYPH	Coward
Macken, W.	THE FLIGHT OF THE DOVES	Macmillan
O'Dell, S.	SING DOWN THE MOON	Houghton
O'Dell, S.	ISLAND OF THE BLUE DOLPHINS	Houghton
Ormondroyd, E.	TIME AT THE TOP	Parnessus
Parish, P.	PIRATE ISLAND ADVENTURE	Macmillan
Renner, B.	THE HIDEAWAY SUMMER	Harper
Rumsey, M.	DANGER ON SHADOW ISLAND	Morrow
Taylor, T.	THE CAY	Doubleday
Twain, M.	TOM SAWYER	Binlio Dist.
Wyss, J.	THE SWISS FAMILY ROBINSON	Biblio Dist.

FANTASY

Alexander, L.	THE BLACK CAULDRON	Holt
Alexander, L.	THE HIGH KING	Holt
Babbitt, N.	TUCK EVERLASTING	Farrar
Bear, C.	DIGBY: THE BIGGEST DOG IN THE WORLD	Abelard
Carroll, L.	ALICE'S ADVENTURES IN WONDERLAND	Collins
Christopher, M.	KID WHO ONLY HIT HOMERS	Little
Christopher, M.	PIGEON WITH THE TENNIS ELBOW	Little
Coombs, P.	DORRIE AND THE WITCH'S IMP	Lothrop
Cooper, S.	THE DARK IS RISING	Atheneum
Cooper, S.	THE GREY KING	Atheneum
Curry, J.	THE LOST FARM	Atheneum
Curry, J.	PARSLEY, SAGE, ROSEMARY AND TIME	Atheneum
Dahl, R.	CHARLIE AND THE CHOCOLATE FACTORY	Knopf
De Saint-Exupery, A.	THE LITTLE PRINCE	Harcourt
Fleischman, S.	McBROOM TELLS A LIE	Little
Edwards, J.	LAST OF THE REALLY GREAT WHANGDOODLES	Harper
Gripe, M.	THE GLASSBLOWER'S CHILDREN	Delacorte
Hunter, M.	THE KELPIE'S PEARLS	Harper
Key, A.	THE DOG FROM NOWHERE	Westminister
Key, A.	THE MAGIC MEADOW	Westminister
Kilian, C.	WONDERS, INC.	Parnassus
Levitin, S.	JASON AND THE MONEY TREE	Harcourt
Main, M.	NET TO CATCH THE WIND	Houghton
Murphy, S.	SILVER WOVEN IN MY HAIR	Atheneum
Norton, M.	THE BORROWERS	Harcourt
Raskin, E.	FIGGS AND PHANTOMS	Dutton
Roberts, W.	GIRL WITH THE SILVER EYES	Atheneum
Rockwell, T.	HOW TO EAT FRIED WORMS	Watts
Rodgers, M.	FREAKY FRIDAY	Harper
Sauer, J.	FOG MAGIC	Viking
Selden, G.	THE CRICKET IN TIMES SQUARE	Farrar
Seuss, Dr.	GREAT DAY FOR UP!	Random
Steig, W.	ABEL'S ISLAND	Farrar
Stewart, M.	THE LITTLE BROOMSTRICK	Morrow
Tolkein, J.	THE HOBBIT	Houghton
Travers, P.	MARY POPPINS	Harcourt
Williams, M.	THE VELVETEEN RABBIT	Doubleday

HUMOROUS

Angell, J.	A WORD FROM OUR SPONSOR OR MY FRIEND ALFRED	Bradbury
Bonsall, C.	THE GOODBYE SUMMER	Greenwillow
Brittain, B.	ALL THE MONEY IN THE WORLD	Harper
Burch, R.	DOODLE AND THE GO-CART	Viking
Conford, E.	ME AND THE TERRIBLE TWO	Little
Corbett, S.	THE TURNABOUT TRICK	Little
Corbett, S.	THE HATEFUL PLATEFUL TRICK	Little
Fitzgerald, J.	RETURN OF THE BREAT BRAIN	Dial
Fleischman, S.	HUMBUG MOUNTAIN	Little
Fleischman, S.	McBROOM AND THE BEANSTALK	Little
Greene, B.	PHILIP HALL LIKES ME, I RECKON MAYBE.	Dial
Haywood, C.	EDDIE'S HAPPENINGS	Morrow
Herzig, A.	A WORD TO THE WISE	Little
Hodges, M.	THE HATCHING OF JOSHUA COBB	Farrar
Parish, P.	AMELIA BEDELIA	Harper
Shura, M.	CHESTER	Dodd
Sobol, D.	ENCYCLOPEDIA BROWN: BOY DETECTIVE	Nelson
Sobol, D.	ENCYCLOPEDIA BROWN LENDS A HAND	Nelson
Sobol, D.	ENCYCLOPEDIA BROWN KEEPS THE PEACE	Nelson

HISTORICAL

Albrecht, L.	SPINNING WHEEL SECRET	Hastings
Bishop, C.	TWENTY AND TEN	Viking
Bulla, C.	A LION TO GUARD US	Crowell
Carmer, C.	THE BOY DRUMMER OF VINCENNES	Harvey
DeJong, M.	HOUSE OF SIXTY FATHERS	Harper
Fritz, J.	BRADY	Coward
Fritz, J.	EARLY THUNDER	Coward
Grey, E.	ADAM OF THE ROAD	Viking
Griese, A.	THE WIND IS NOT A RIVER	Crowell
Hall, M.	THE CARVED WOODEN RING	Westminster
Haugaard, E.	ORPHANS OF THE WIND	Houghton
Holm, A.	NORTH TO FREEDOM	Harcourt
Holling, H.	TREE IN THE TRAIL	Houghton
Little, J.	LISTEN FOR THE SINGING	Dutton
Lowrey, J.	SIX SILVER SPOONS	Harper
Pyle, H.	OTTO OF THE SILVER HAND	Scribner
Steele, W.	THE PERILOUS ROAD	Harcourt
Stevenson, R.	BLACK ARROW	Airmont
Stover, M.	TRAIL BOSS IN PIGTAILS	Atheneum
Uchida, Y.	JAR OF DREAMS	Atheneum
Van Stockum, H.	THE BORROWED HOUSE	Farrar
Weik, M.	A HOUSE ON LIBERTY STREET	Atheneum
Zei, A.	THE SOUND OF THE DRAGON'S FEET	Dutton

MYSTERY

Allard, H.	MISS NELSON IS MISSING	Houghton
Anderson, M.	JOURNEY OF THE SHADOW BAIRNS	Knopf
Babbitt, N.	THE EYES OF THE AMARYLLIS	Farrar
Bawden, N.	THREE ON THE RUN	Lippincott
Bonham, F.	MYSTERY OF THE FAT CAT	Dutton
Bulla, C.	GHOST TOWN TREASURE	Crowell
Carroll, T.	THE LOST CHRISTMAS STAR	Garrard
Catherall, C.	KIDNAPPED BY ACCIDENT	Lothrop
Cohen, D.	THE MYSTERY OF THE FADED FOOTPRINTS	CarolRhoda
Cooney, C.	SAFE AS THE GRAVE	Coward
Corbett, S.	CASE OF THE GONE GOOSE	Little
Curry, J.	THE BASSUMTYTE TREASURE	Atheneum
Devlin, W.	CRANBERRY MYSTERY	Parents
Elting, M.	THE HELICOPTER MYSTERY	Harvey
Escoula, Y.	SIX BLUE HORSES	Phillips
Farley, W.	THE BLACK STALLION MYSTERY	Random
Gage, W.	GHOST OF FIVE OWL FARM	Collins
Godden, R.	THE ROCKING HORSE SECRET	Viking
Hall, L.	MYSTERY OF THE CARAMEL CAT	Garrard
Hall, L.	THE MYSTERY OF PONY HOLLOW	Garrard
Heide, F.	THE MYSTERY OF THE SILVER TAG	Whitman
Hicks, C.	ALVIN'S SECRET CODE	Holt
Jane, M.	RICKING-CHAIR GHOST	Lippincott
Judson, C.	GREEN GINGER JAR	Houghton
McGraw, E.	THE GOLDEN GOBLET	Coward
Macken, W.	THE FLIGHT OF THE DOVES	Macmillan
Molloy, A.	MYSTERY OF THE PILGRIM TRADING POST	Hastings
Mooney, E.	SANDY SHORES MYSTERY	Lippincott
Norton, B.	WRECK OF THE BLUE PLANE	Coward
Pape, D.	THE SNOINO MYSTERY	Garrard
Parrish, P.	HAUNTED HOUSE	Macmillan
Paterson, K.	THE SIGN OF THE CHRYSANTHEMUM	Crowell
Raskin, E.	THE WESTING GAME	Dutton
St. John, W.	UNCLE ROBERT'S SECRET	Viking
Sharmat, M.	MORRIS BROOKSIDE IS MISSING	Holiday
Stolz, M.	MYSTERY OF THE WOODS	Harper
Van Stockum, H.	THE WINGED WATCHMAN	Farrar
Warner, G.	MIKE'S MYSTERY	Whitman
Witter, E.	MYSTERY OF THE MISSING BICYCLES	Childrens
Wooley, C.	GINNIE AND THE MYSTERY LIGHT	Morrow
York, C.	THE WITCH LADY MYSTERY	Nelson

SCIENCE FICTION

Ames, M.	ANNA TO THE INFINITE POWER	Scribners
Avi	THE MAN FROM THE SKY	Knopf
Beatty, M.	MATTHEW LOONEY AND THE SPACE PIRATES	Addison
Beatty, M.	MATTHEW LOONEY'S INVASION OF THE EARTH	Addison
Bunting, E.	CLOVERDALE SWITCH	Lippincott
Clarke, J.	THE TRUTH MACHINE	Random
Cone, M.	MISHMASH AND THE VENUS FLYTRAP	Houghton
Engdahl, S.	THIS STAR SHALL ABIDE	Atheneum
Fleischman, S.	McBROOM AND THE RAIN MAKER	Grosset
Karl, J.	BUT WE ARE NOT OF EARTH	Dutton
Key, A.	ESCAPE TO WITCH MOUNTAIN	Westminster
Key, A.	THE FORGOTTEN DOOR	Westminster
L'Engle, M.	A WRINKLE IN TIME	Farrar
Lewis, C.	THE LION, THE WITCH AND THE WARDROBE	Macmillan
Lewis, C.	PRINCE CASPIAN	Macmillan
Lewis, C.	THE SILVER CHAIR	Macmillan
Lord, B.	DAY THE SPACESHIP LANDED	Walck
Lord, B.	THE SPACESHIP RETURNS	Walck
McCaffrey, A.	DRAGONSONG	Atheneum
MacGregor, E.	MISS PICKERELL AND THE WEATHER SATELLITE	McGraw
MacGregor, E.	MISS PICKERELL GOES TO MARS	McGraw
MacGregor, E.	MISS PICKERELL ON THE MOON	McGraw
Nixon, J.	THE MYSTERIOUS PROWLER	Harcourt
Robertson, K.	THE MONEY MACHINE	Viking
Slobodkin, L.	THE SPACE SHIP IN THE PARK	Macmillan
Slote, A.	MY TRIP TO ALPHA I	Lippincott
Williams, J.	DANNY DUNN AND THE ANTI-GRAVITY PAINT	McGraw
Williams, J.	DANNY DUNN AND THE AUTOMATIC HOUSE	McGraw
Williams, J.	DANNY DUNN AND THE HEAT RAY	McGraw
Williams, J.	DANNY DUNN AND THE SMALLIFYING MACHINE	McGraw
Williams, J.	DANNY DUNN TIME TRAVELER	McGraw

A TREASURE HUNT

Materials:

Six sets of 8 to 10 clues. Each set on a different color of construction paper. Six "treasures" (small bags of cookies or candy) to be distributed among all team members.

Activities:

Arrange each set of clues in a different sequence and number them. Hide the clues in the sources you've selected keeping the first clue to give to the team. Hide a (only one) sequence at a time - it's easy to get mixed up!

Divide the class into six teams. Assign each team one color and number. While every team may have the same clues, they will appear in different sequences so that no teams will be looking for the same materials at the same time. Teams will always find their clue on the page of the book that is the same as the number assigned to them.

Pass out the first clues to each team. Open books carefully so no one else's clues are lost and to replace them correctly on the shelves so that other teams can find them. The teams are led from one clue to the next utilizing all the library skills they have learned so far.

Contents:

First clue given to PINK team. "Your number is 10."

1. Caddie Woodlawn is a very popular book in our library. Did you know there is another book about her too? The title has a word in it that is a food we like to eat in the summertime.
2. I'm looking for a book I can use to make up a secret code. The card catalog tells me this is written by Sam Epstein.
3. Some of the silliest stories in the library can be found in this book by Marie Leach. See if you find it - its title has the word "Nitwits" in it.
4. In one section of the library we keep a file of pictures, pamphlets, and articles. Look under "Scouting" for your next clue.
5. An enormous book that stands alone has a map of the Land of Lincoln. Look for the next clue there - at the state where we are right now.

6. Homer Price is one of the funniest boys who ever lived. If you enjoyed his adventures with the donut machine and the radio robbers, you'll probably enjoy this book about his further adventures. The title of this book is the name of the town where Homer lives.

7. We have a holiday in February to celebrate a famous man's birthday. I'd like a book about him and the card catalog says there is one B 92 by Enid Meadowcroft.

8. The fattest book in the library contains your next clue. Look up the word "atom".

9. An exciting mystery can be found in an easy book by William Pene Du Bois and the title is The Alligator Case.

10. Look under the brown pillow below the card file for your treasure.

Answers:

1. Melons
2. Page 10 of Magical Melons
3. First Book of Codes and Ciphers
4. Noodles, Nitwits and Numbskulls
5. "Scouting" in vertical file
6. School & Library Atlas, Map of Illinois
7. Page 10 of Centerburg Tales
8. Page 10 of Abraham Lincoln
9. In Webster's Unabridged Dictionary - atom
10. In The Alligator Case, page 10

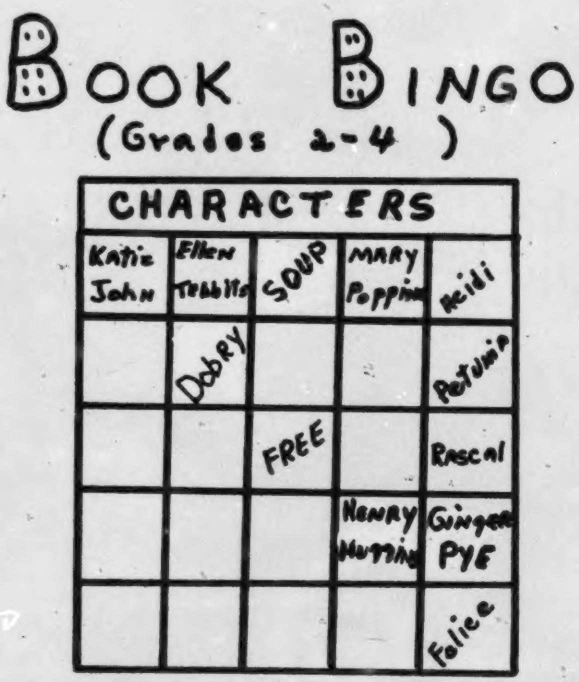
BOOK BINGO

Materials:

1. Class set of bingo type cards with a "free" center and appropriate book titles written in all other squares. Sets are duplicated on different colored paper or mounted and/or laminated. Titles of similar difficulty are placed on the same card, therefore there may be two cards with the same subject, but with different titles because younger children would have read the simpler ones and older children the others. Dots may be placed in the initial letters of Book Bingo to denote difficulty of subject.
2. Markers in a jar or box.

Activities:

1. Place a pile of markers in center of each table.
2. Choose a subject and distribute the cards with that subject at the top.
3. Designate a caller who gives a clue to a title on the subject as, "I'm thinking of a book in which the boy wanted, not one, but two dogs." Players who recognize the story put a marker on that title. Sometimes there can be more than one correct answer. Caller keeps track of sequence in which titles are "clued".
4. When someone "bingoes" that person gives the clues to each title he marked and the group checks for accuracy.
5. Proceed with same card but different titles or choose another card.
6. When a player "bingoes", let him also tell who wrote the title.



BOOK BINGO
(Grades 2-4)

CHARACTERS				
Katie John	Ellen Tebbits	SOUP	MARY Poppins	Heidi
	Dobry			Petunia
		FREE		Rascal
			HENRY Huggins	Ginger PYE
				Felice

Contents:

ACTIVITIES FEATURED IN BOOKS

Easter Pines
Blue Willow
What Then, Ramon?
Camel Caravan
A Penny's Worth of Character
Wonderful, Terrible Time
The Man in the Box
The Best Loved Doll
Higher than the Arrow
Two on an Island
Muskie Hook
Morena
Racecourse for Andy
The Walls of Windy Troy
From Scrolls to Satellites
House of Sixty Fathers
My Side of the Mountain
Shadow of a Bull
The Spider Plant
Horse of Two Colors
Written with Fire
Winter Without Salt
Journey to Topaz
The Good Morrow

ANIMALS

Copper-toed Boots
Suzannah and the Pioneer Cow
Anna and the Baby Buzzard
Benjy's Bird
Santiago
Once a Mouse
The Toad Hunt
The Bears on Hemlock Mountain
The Dog That Smiled
The Lucky Llama
A Pet for the Orphelines
A Contrary Little Quail
Two Lonely Ducks
Anatole
The Snake That Went to School
The Old Bullfrog
The Meanest Squirrel I Ever Met
How the Whale Became
Little Rascal
The Rice Bowl Pet
Blueberries for Sal
Part-Time Dog
The Black Stallion
Gentle Ben
Wolfie
Sky Dog
Not Over Ten Inches High
Pumpkin, Ginger and Spice
Millions of Cats
A Pocketful of Cricket
Mister Blue
Curious George
Swimmy
Thy Friend Obadiah
Caps for Sale
The Biggest Bear
The Pocket Mouse
The Horse Who Lived Upstairs
Here Comes Thursday
Project Cat
Windy Foot at the County Fair
Felice
Sylvester and the Magic Pebble
Rascal
Kavik the Wolf Dog
Daughter of the Mountains
Where the Red Fern Grows
Brighty of Grand Canyon
Gaudenzia: Pride of the Palio
Bristleface
And Now Miguel
Sounder
Big Red
Ben and Me
King of the Wind
Dipper of Copper Creek
Pagoo
Ribsy
Incredible Journey
Save Alice!

OBJECTS FEATURED IN BOOKS

A box
A candy egg
Popcorn
A valentine
A kite
A tree
A quilt
Snow
Boots
A ball
A rock
A doll
Tricks
Salt
A car
Bluebonnets
Blueberries
A cat
A contest
A donkey
A flag
A horse
Food
Bells

PLACES

Where the Red Fern Grows
Over in the Meadow
My Side of the Mountain
Cattail House
The Dark of the Cave
San Antonio Road
Evan's Corner
The Cay
Schoolhouse in the Woods
On the Shores of Silver Lake
The Barrel
The Other Side of the Fence
Christmas in the Barn
One Morning in Maine
Pooh Corner
Indian Hill
The Witch of Blackbird Pond
The Mother Tree
Gone-Away Lake
Iggy's House

HUMOROUS STORIES

The Ransom of Red Chief
The Year I Was Jersey
The Disappearing Dog Trick
Caddie Woodlawn
The Operation That Happened to Rupert Piper
Never Go Anywhere with Digby
Homer Price
Roller Skates
Cats for Kansas
Encyclopedia Brown
Everything Happens to Stuey
Grandmother Oma
Zoe's Zodiac
Centerburg Tales
Henry Reed, Inc.
Clarence the TV Dog
The Tough Winter
Herbert Again
Wonders, Inc.
George
Alvin Fernald, Mayor for a Day
Hey, What's Wrong with This One?
Stories from the Peterkin Papers
Henry and Ribsy

FAIRY TALES

The Little Match Girl
Why the Chimes Rang
The Emperor's New Clothes
Snow White and Rose Red
The Wild Swans
The Ugly Duckling
Two Hundred Rabbits
The Emperor's Kite
The Seventh Mandarin
Rapunzel
The Snow Queen
Twelve Dancing Princesses
The Goose Girl
The Steadfast Tin Soldier
The Crane Maiden
The Shoemaker and the Elves
The Frog Prince
King Midas
The Little Lame Prince
Cabbage Moon

FANTASY

- Bed-Knob and Broomstick
- Fog Magic
- Magic in the Alley
- Mrs. Frisby and the Rats of NIHM
- The High King
- The Hobbit
- The Borrowers
- The Little Prince
- Hoofprint on the Wind
- Twenty-One Balloons
- Voyages of Dr. Dolittle
- The Dark is Rising
- Peter Pan
- Knee Deep in Thunder
- The Gammage Cup
- A Wrinkle in Time
- The Trouble with Miss Switch
- The Day the Spaceship Landed
- The Velvet Room
- Matthew Looney's Invasion of the Earth
- The Midnight Fox
- Seven Day Magic
- This Star Shall Abide
- Half Magic
- Space Cat Visits Venus
- Miss Osborne the Mop
- The Month Brothers
- Danny Dunn and the Automatic House
- The Mouse and the Motorcycle
- The Sea Horse
- The Teaspoon Tree
- The Wizard of Oz
- Treasure of Green Knowe
- The Cricket in Times Square
- The Enchanted Egg
- Alice's Adventures in Wonderland
- Adventures of Pinocchio
- Star Girl
- Marvelous Inventions of Alvin Fernald
- The Truthful Harp
- The Velveteen Rabbit
- Rabbit Hill
- Wind in the Willows
- Sam, Bangs, and Moonshine

MYSTERY

- Mystery of the Red Carnations
- From the Mixed-up Files of Mrs. Basil E. Frankweiler
- The Children of Bird God Hill
- Circus Girl Without a Name
- Ghost of the Steppe
- Wildcat Under Glass
- The Fearsome Inn
- The Winged Watchman
- The Robber Ghost
- Three on the Run
- The Secret Garden
- The Hidden Key
- The Door in the Wall
- Six Blue Horses
- The Cat and Mrs. Carey
- The Tombs of Atuan
- Smuggler's Island
- The Flight of the Doves
- Mystery of the Third Twin
- The Christmas Tree Mystery
- North Toward Home
- Tigers in the Cellar
- A Ghost Named Fred
- The Firehouse Mystery
- The Homework Caper
- Desmond and the Peppermint Ghost
- Flower Box Mystery
- Binky Brothers Detectives
- The Rooftop Mystery
- Nobody Listens to Andrew
- The Rocking-Chair Ghost
- Clue in the Woods
- Mystery of the Farmer's Three Fives
- Mike's Mystery
- Alvin's Secret Code
- The Boy Who Would Not Say His Name
- The Fish From Japan
- The Case of the Scaredy Cats
- Funny Face at the Window
- Blaze and the Lost Quarry
- The Alligator Case
- Mystery of the Gate Sign
- The Case of the Hungry Stranger
- Gilly and the Whicharoo
- The Egypt Game

CHARACTERS

Aunt Polly
Edgar Allan
Caddie Woodlawn
Mr. Bowditch
The Noonday Friends
Lonesome Boy
Grover
Moon Man
Curious George
Ramona the Pest
Pooh
Contrary Jenkins
Chester the Worldly Pig
Ping
Hitty
The Little Prince
The Bookmouse
Paul Bunyan
The Loner
Ananse the Spider
Silver Chief
Crow Boy
The Magic Moth
Young Fu of the Upper Yangtze
Miss Happiness and Miss Flower
Miss Hickory
Charlotte
Marshmallow
I, Juan de Pareja
Johnny Appleseed
Onion John
John Henry
Katie John
Amos Fortune
Mary Poppins
Heidi
Little Women
Jennifer, Hecate, Macbeth, William McKinley and Me, Elizabeth
Petunia
Matthew, Mark, Luke and John
Ellen Tebbits
D.J.'s Worst Enemy
Tyler, Wilkin and Skee
Queenie Peavy
Bright April
Mrs. Piggle Wiggle

SPORTS

Young Mr. Football
Soupbone
The Big Game
Larry Comes Home
Awk!
Rough Ice
Andy's Mountain
Circus Catch
Hit Away
Lefty Finds a Catcher
About the B'nai Bagels
Steady, Freddie
The Runt of Rogers School
Dribble Up
Full-Court Pirate
Long Shot for Paul
Sink It, Rusty
It's a Mile from Here to Glory
Shorty Makes First Team
Free Throw
The Team That Couldn't Lose
Long Pass
Scatback
Stop That Pass!

FIND A NEWBERY AUTHOR

Hidden below are the author's last names for these Newbery Medal Winners. Circle the names neatly.

Door in the Wall
Johnny Tremain
Secret of the Andes
King of the Wind
Dobry
White Stag
The Voyages of Dr. Dolittle
Ginger Pye
Island of the Blue Dolphins
Matchlock Gun
The Bronze Bow
Invincible Louisa
Up a Road Slowly
The Slave Dancer
And Now Miguel
Julie of the Wolves
Daniel Boone

Rabbit Hill
Amos Fortune, Free Man
Miss Hickory
It's Like This, Cat
Strawberry Girl
The Story of Mankind
Adam of the Road
Call It Courage
Miracles on Maple Hill
Thimble Summer
A Wrinkle in Time
From the Mixed-Up Files of
Mrs. Basil E. Frankweiler
The Summer of the Swans
The Westing Game
Sounder
Twenty-One Balloons

G	R	A	S	K	I	N	K	R	U	M	G	O	L	D
S	H	A	N	N	O	N	E	V	I	L	L	E	T	E
O	L	L	D	L	R	S	B	A	I	L	E	Y	O	A
R	E	T	O	E	D	M	O	N	D	S	Z	O	T	N
E	K	H	F	N	U	A	N	L	O	F	T	I	N	G
N	O	S	O	G	B	R	E	O	A	H	L	H	C	E
S	N	E	X	L	O	G	E	O	R	G	E	U	L	L
E	I	R	G	E	I	O	W	N	M	R	N	N	A	I
N	G	E	L	E	S	T	E	S	S	A	S	T	R	Y
M	S	D	A	U	G	H	E	R	T	Y	K	U	K	Y
E	B	Y	W	E	S	P	E	R	R	Y	I	L	B	A
I	U	L	S	P	E	A	R	E	O	D	E	L	L	T
G	R	F	O	R	B	E	S	R	N	G	O	O	N	E
S	G	E	N	R	I	G	H	T	G	B	Y	A	R	S

USING INFORMATION

GATHER, REPORT DATA (General Ideas on Study and Research)

I. Using Available Materials

- A. Study for your own good, not for the teacher.
- B. Consider what you as a person want to accomplish.
- C. YOU make the final decision about how to use your time and energy.
- D. Practice putting ideas into words and sentences.
- E. Discuss ideas with other students.
- F. Ask questions about what you do not understand.
- G. Study in the light of what has gone before in a subject.
- H. Look at work of others that has been graded as good. See how it differs from yours. If you make a good grade, evaluate why, then repeat your procedures.
- I. Learn the special techniques and vocabulary essential for each subject.
  1. Recognize the problem, define it.
  2. Gather data related to problem
  3. Evaluate data, make tentative conclusions (variables).
  4. Test solution chosen, determine if this is best action to pursue.
  5. Keep open mind for newer or more appropriate information related to problem which might indicate a different solution.

II. Locating Information

- A. Look up word in unabridged dictionary.
- B. Use several encyclopedias (one volume, multi-volume, special ones).
- C. Use card catalog (subject cards, other books by same author).
- D. Skim a book which is possible source (index, table of contents).
- E. Read a chapter in a book on that topic.
- F. Look in books about places where topic is located (Africa for diamonds or elephants, Japan for pearls or modern technology).
- G. Examine Reader's Guide for recent magazine articles on subject.
- H. See special indexes to periodicals (National Geographic, Junior Historian).
- I. Notice bibliographies at end of articles or books.
- J. Search almanacs, yearbooks.
- K. Read an entire book on the subject.
- L. Examine AV materials (films, filmstrips, etc.).

III. Selecting Information

- A. Skim to see the organization of material.
  1. Read first and last sentence of paragraphs.
  2. Note topic sentences.
- B. Note important facts (dates, names, terms, results, changes, present status).
- C. Study percentages, estimates, figures.

1. Percentages
    a. Note reverse percentages, consider whole background from which taken.
    b. Study statements carefully.
    c. Find other percentages that should be known to interpret well.
2. Estimates
    a. Expressed many ways; usually how much, how many, how good?
    b. Judgment or opinion?
    c. Accurate or unreliable?
    d. Evidence that statement based on established fact?
    e. Compare with own experience?
    f. Who made the statement? Reliable source or one who deliberately falsifies? Examples: Number attending a meeting? Secretary has records, reporters good at estimating crowds. Determine why group organized; want to appear larger than really are? Accounts in this newspaper usually prove accurate?
3. Figures
    a. Larger numbers need to be expressed in familiar terms.
    b. How do we know this?
        (1) 1/4 of motorists changing to our oil (how know this?).
        (2) Government spends 60 million on blind (too much or too little?). How many blind persons in U.S.?
        (3) 70% of pupils are members of school clubs (are there other figures available?).
        (4) A newly passed bill has a $1500 leeway (too much or too little?).

D. Some suggestions on a few commonly used subjects
1. People: Birth, childhood, education, life work, obstacles, accomplishments, interesting facts
2. Country: Location, size, climate, population, government, history, products, religion, interesting customs
3. Industry: History, method of production and distribution, raw materials, uses, changes, future, size, importance, location
4. Product: Composition, history, uses, method, future, importance
5. Idea: Origin, definition, history, influence, status, future

IV. Organizing Information

A. Take useful notes
1. Read enough to see pattern of subject before writing anything.
2. Write only enough to bring idea to mind (close book while writing).
3. If listening to a speaker, follow his organization of topic.
4. Re-read notes promptly to set in mind, reorganize if wish.
5. Relate to own experience.
6. Ask who, what, when, why, where?

B. Draw valid conclusions
1. Put facts together meaningfully.
2. Justify facts by appropriate criteria.
3. Base conclusions on stated facts and data only.
4. Make conclusions from "overall" information.
5. Make further conclusions about details (quote, list, compare).

6. Avoid unreliable influences.
   - a. Superstition (irrational fear of unknown)
   - b. Prejudice (preconceived opinion)
   - c. Strong emotion
   - d. Failure to consider all data, misinterpret meanings, check against established facts
   - e. Mistaking relationships for causes

V. Reporting Information

A. Written reports
1. List things you think will be interesting if you can find them.
2. Search references, noting good examples.
3. Assemble information gathered.
4. Consider effective presentations to possible readers (diagram, drama form, charts, illustrations). Choose one and develop it.
5. Choose how to present (chronologically, developmental, flashback, dialogue, personification, examples and details to include, sustained metaphor for framework).
6. Cite sources and authors.
7. Give your reaction and support it.
8. Summarize by condensing details into generalizations (one sentence summaries of a film, article or book that give insight as: HAMLET is about a man who could not make up his mind).
9. Make a strong ending (humorous comment; question; succinct summary; appealing, inspiring or encouraging statement).

B. Oral reports
1. Go over material, organize, write notes.
2. Choose effective presentation for this particular audience (charts, AV aids, audience participation, acting, handouts, music, props, sustained metaphor for framework, examples and details to include).
3. Type notes, practice until notes are only a guide.
4. Dress appropriately (be comfortable, well groomed and self confident).
5. Face audience, establish eye contact, smile before beginning.
6. Make points clearly.
7. Use concise sentences (expressive verbs and nouns).
8. Make forceful ending (poem, quotation, recall sustained metaphor, appeal to audience for action, tell own plans to further action, get audience to respond physically, use dramatic illustration or a graphic).

EXAMPLE: Current events reports
1. Choose article with significance.
2. Study until can interpret.
3. First sentence must arouse attention of listeners.
4. Make a few points clearly.
5. Relate to things audience knows.
6. Give your reaction and support it.
7. Summarize concisely.
8. End effectively (inspire, amuse, encourage action).

GATHER, REPORT DATA (Other Study Hints)

I. General procedures

A. Write down assignments accurately
B. Have a place and time to study
C. Eliminate distractions if possible
D. Take home materials needed
E. Collect information from several sources
F. Choose only pertinent information
G. Organize important points in own words
H. Write down main ideas in outline form
I. Decide how to report information
J. Prepare report and supporting props
K. Check sentence structure, spelling, neatness, clarity

II. Investigation of all aspects of a question

A. Read the question
B. Reread the question
C. Summarize silently what the question is asking
D. Decide how the situation fits into an overall background
E. Circle words which give directions (choose, give, tell, show, explain, point out, describe, list, compile)
F. Note alternatives by marking such words as and, or, both, all, every
G. Follow other directives as prove, give specific examples, show instances
H. Expand to assigned form (simple information answer, a paragraph, an entire essay, an illustrated presentation or a term paper

III. Attention to cross references

A. Under what subject are jokes in this library? Games? Arctic Region? Explorers? Mail service? Archeology? Guns? Clouds? Astronauts? Cows? Artists? Poultry? Holidays? Pioneer life?
B. Under that other subjects can information about canals be found? Money? Insects? Machines? Postal service? Food? Electronics? Astronomy?
C. If a report on China is assigned, under what subjects might information be found? (China, Asia, Orient, History, Ancient)

GATHER, REPORT DATA (Using Patterns for Research)

I. Direct Approach
    Identify key word in research question
        Dogs, Insects, China, Skiing

II. Synonyms
    Think of another word or phrase with the same meaning
        Vikings ... Norsemen
        Middle Ages ... Medieval Ages
        Variables in names: Da Vinci, Leonaro; Leonardo da Vinci
        Subheadings: American History; History, American;
            History, U.S.; U.S.-History

III. Small to Larger Subjects
    Investigate more inclusive subject headings
        Gettysburg, Battle of; U.S. History-Civil War; U.S.-History
        Lions: Mammals; Animals

IV. Inclusive Subjects to Smaller Sub-Topics
    Perhaps choose a smaller part of a big subject
        Pets: Dogs; Cats
        Authors: Burch, Robert; Twain, Mark

V. Significant Subjects Which Intersect
    Some subjects are related to others
        Eskimos: Eskimos; Homes; Polar Regions

VI. Biography
    Time, place, field, works
        Edison, Thomas Alva: U.S. History, 1865-1900; Inventors;
            Electricity
        Michelangelo Buonarroti: Artists; Art-History; Renaissance;
            Italy, History

USING SEVERAL REFERENCES SOURCES

Find the following sources of information and look through them to determine the arrangement. Then write 5 sentences about each one describing the reference book and for what purposes it might be used. Write the book's title at the beginning of each set of sentences.

Group I:
1. A Dictionary of Battles
2. American Authors 1600 - 1900
3. Stevenson's Home Book of Quotations
4. Cyclopedia of Literary Characters
5. Dictionary of Dates

Group II.
1. The Barnhart Dictionary of New English Since 1963
2. Dictionary of Foreign Phrases and Abbreviations
3. Dictionary of Word and Phrase Origins
4. Cyclopedia of World Authors
5. British Authors of the Nineteenth Century

Group III:
1. Dictionary of Phrase and Fable
2. Encyclopedia of World Geography
3. World Almanac and Book of Facts
4. Don't Say It
5. New Illustrated Medical and Health Encyclopedia

Group IV:
1. The World of Music: An Illustrated Encyclopedia
2. Crowell's Handbook for Readers and Writers
3. Who's Who in Shakespeare
4. Webster's Biographical Dictionary
5. Something About the Author

Group V:
1. Granger's Index to Poetry
2. Documents of American History
3. American Nicknames
4. Who Did What
5. Dictionary of American History

Group VI:
1. Groves Dictionary of Music
2. Grzimek's Animal Life Encyclopedias
3. Encyclopedia of World Art
4. Moulton's Library of Literary Criticism
5. Encyclopedia of World Drama

Group VII:
1. American Writers
2. Current Biography
3. New York Times
4. Facts on File
5. Contemporary Literary Criticism

Group VIII:
1. Encyclopedia of Social Science
2. Modern American Literature
3. Encyclopedia of Science and Technology
4. Occupational Handbook
5. Book of Popular Science

Group IX:
1. Cambridge History of English Literature
2. Encyclopedia of Careers and Vocational Guidance
3. Contemporary Authors
4. 20th Century Literary Criticism
5. New Century Cyclopedia of Names

Group X:
1. Unabridged Dictionary
2. Thesaurus
3. Reader's Guide
4. Who Was Who in America
5. Bartlett's Familiar Quotations

Group XI:
1. Biographical Encyclopedia of Scientists and Technicians
2. Twentieth Century Authors
3. Reader's Encyclopedia
4. Famous First Facts
5. Countries of the World
6. State Names, Flags, Seals, Songs, Birds, Flowers and other Symbols
7. Van Nostrand's Scientific Encyclopedia
8. Handbook of Nature Study

Activities:

1. Tell in which source you might find the following information:
    1. Biographical facts about Paul Revere
    2. The state seal of Arizona
    3. The names of the characters in an Ibsen play
    4. Population of the United States as determined at the most current census
    5. The first orphanage established in the United States
    6. The area of France (square feet)
    7. Who said "To be or not to be - that is the question"
    8. Facts about the Bayeux Tapestry
    9. Who won the NFL championship in 1976
    10. Facts about Antoine Lavoisier and his scientific contributions to society
    11. Information about the Battle of the Bulge in World War II
    12. The life of an author who lived in 1650
    13. The meaning of the saying, "To rest on one's oars"
    14. The date the liner "Lusitania" was sunk by a German submarine
    15. The life of a specific world-famous author

16. The life of British author, William Howitt, who lived in the nineteenth century
17. The meaning of the French phrase, Deja vu
18. What the abbreviation c.v. means
19. Material concerning the part comics played in the history of American literature
20. Information about recently created countries of the world
21. The meaning of a word such as "dashiki" which came into more common use since 1963

II. Tell in which source you would find the following information:

1. Who Sebastion Cabot was and for what he is noted
2. When the first land grant to schools was made by Congress in America
3. The meaning and pronunciation of the word propinquity
4. The state nickname for Indiana
5. Romeo and Juliet's family name
6. World Series baseball scores for the past five years
7. Who said "Don't give up the ship"
8. Facts about the life of Euclid, a mathematician
9. Which current magazine might have an article on the Salt Treaty
10. What book tells the names of characters in Poe's stories
11. Something Franklin Delano Roosevelt said
12. The leader of Pakistan
13. The state flower of New York State
14. The amount of rainfall in Brazil
15. A word which means the same as teacher
16. The story of an author's life
17. A map of Russia
18. The Monroe Doctrine
19. The life of a noted scientist or technician
20. The life of a 20th century author

III. Make up two questions from each reference source which is listed in the groups but which were not used in activities I and II.

RECYCLING INFORMATION

When you do reference work

1. Bring PAPER and pencil or pen.
2. Check the DICTIONARY for spelling of your subject.
3. Look up the subject in two or three ENCYCLOPEDIAS and skim the pictures, headings and subheadings.
4. Examine the subject cards in the CARD CATALOG. If you do not find a subject card for your subject, think what other word might be used. Example: a skunk is an animal. Look under animals if you don't find a subject card for skunk.
5. Note the CALL NUMBER for animals and find a book about animals on the shelf.
6. Look up skunk in the INDEX of a book on animals.
7. Check the VERTICAL FILE for additional materials.
8. Sit down with the PROPER VOLUME of the encyclopedia and read the information about your subject.
9. Reread the BOLD FACE HEADINGS, the captions for ILLUSTRATIONS and study any MAPS or TABLE given.
10. Decide on the MAIN IDEA.
11. Close the book and WRITE DOWN the main ideas you have gathered. DO NOT COPY.
12. Open the encyclopedia and RECHECK THE FACTS you have written.
13. Write down the NAME OF THE ENCYCLOPEDIA, YEAR IT WAS PUBLISHED, VOLUME AND PAGE NUMBER the article was on.
14. Repeat 8-13 with OTHER BOOKS jotting down, from the title page, the author, title, publisher, page numbers.
15. Add other facts from VERTICAL FILE materials.
16. Consult the CHILDRENS MAGAZINE GUIDE or READER'S GUIDE for recent magazine articles on your subject.
17. Locate the magazine article and read it.
18. Check the card catalog again for AV materials on your subject.
19. Make an OUTLINE of your subject using main ideas and subtopics found.
20. Preview any AV material which you feel would add to your facts.
21. REVIEW your notes, restudy the outline, COMPOSE an interesting introduction, ADD DETAILS, in your own words, for each line of the outline, write a satisfying ENDING for your subject.
22. If the report is written, check it for spelling, sentence structure and punctuation. If it is to be oral, practice it several times and prepare any "aids" you plan to use.

NOTE: At first you may do only 1-3, 8-13 and then add all the others as you feel confident in using many kinds of reference materials for your report. No search for information should be abandoned without asking for help if needed.

REFERENCE TO REFERENCE

After you answer the questions, give the reference sources you used for each question.

1. Write a short paragraph giving the origin of the term "gremlin."

2. What does the expression "the eye of the storm" mean?

3. Find the rules for "Tsoo Tsoo". What type of a game is this? Where would you play it? How many can play?

4. List the titles and authors of six fiction books about baseball.

5. Who was the 22nd president of the United States, and who was his Secretary of War?

6. List five famous recipes used on Italian Line Steamships in 1956.

7. Who holds the record for playing in the most World Series baseball games?

8. Make a list of current articles on man-made satellites. Give the author and name and date of magazine.

9. Write a short biography on novelist Edna Ferber.

10. What is the origin and meaning of the expression "a watched pot never boils?"

11. What is NATO, and which countries belong to it?

12. Write a descriptive paragraph on a hawkbill turtle, giving habits, habitat and scientific name.

13. Which movie received the most Academy Awards in 1950? Who were the leading male and female actors?

14. What is "King of the Wind" about, and who wrote it?

15. Who designed the Golden Gate Bridge? When was it completed and how much did it cost?

16. What is the last sentence of Lincoln's Gettysburg Address?

17. Where do Cherokee Indians live in the United States? Give states and approximate Indian population.

18. What is Hodgkin's Disease?

19. What is the life span of an American alligator in captivity?

20. What books does the library have on George Washington Carver? Give authors, titles, and call numbers.

BASIC SOURCES OF INFORMATION

The reference section of a library, whether it is a separate collection or shelved with each subject area, normally includes the following types of reference works:

A. *DIRECTION TYPE* does not give the user a definitive answer but leads to the source of an answer.

   1. Bibliographies list books by title, author and subject and are used for identification in locating information in a given subject area of interest (*Subject Guide to Books in Print*).

   2. Indexes systematically list materials which help to identify and trace the chosen materials (*The Readers' Guide to Periodical Literature*, *Biography Index*).

B. *SOURCE TYPE* gives a general view and adds specific details on a subject.

   1. Encyclopedias contain informational articles on subjects in every field of knowledge and answer specific or general queries about persons or topics (*Compton's*, *World Book*, *Collier's*).

   2. Yearbooks, Almanacs, Handbooks, Manuals supplement and up-date information not found in an encyclopedia. These are particularly useful for stray facts and data in isolated subject areas (*World Almanac*, *Statesman's Year-book*, *Facts on File*).

   3. Dictionaries deal primarily with all aspects of words from definition to spelling, derivation, part of speech, etc. (*Webster's New International Dictionary of the English Language*, *Roget's Thesaurus*, *Cassell's Spanish-English Dictionary*).

   4. Biographical Sources give information on people, usually distinguished in some particular field of interest (*Who's Who*, *Current Biography*, *Something about the Author*, *Notable American Women*).

   5. Geographical Sources pertain to characteristics of a certain locality in reference to its location, climate, industries, etc. These sources include atlases, gazetteers, dictionaries of place names, and guide books (*Webster's New Geographical Dictionary*, *Shepard's Historical Atlas*, *Place Names*, *Hammond World Atlas*).

   6. Vertical File has brief articles and graphics from periodicals, books or brochures.

NEW ENCHANTMENT OF AMERICA SERIES SKILL SHEET

When you make a report on a subject you need to know where to look. Knowing the things listed below will help you make a good grade.

1. Where do you look to find books about states? ____________________

   What subject number ____

2. Write down the name of the state your book is about. ______________

3. Locate end papers and fly leaf. ______________________________

4. Look at commemorative stamp page. What do you think a commemorative stamp is? ____

5. What does the title page contain?

   A. ______________________________

   B. ______________________________

   C. ______________________________

6. How many sections are listed in the table of contents? (count them)

   ____

7. Using the Handy Reference Section locate the following:

   A. This was the ______________ state to join the United States.

   B. The capital of this state is ______________________________

8. Does your state list names of Indian tribes? yes ____ no ____

   Where ________________________ Give page number ____________

Carpenter, Allan, New Enchantment of America Series. Childrens.

USING INFORMATION

RESEARCH, REPORT DATA (Listening)

Concepts:

Listening differs from just hearing. Listening requires putting what has been heard into some sort of order or sequence.

Listeners interpret what they hear in terms of their own past experiences.

Listening demands self-discipline in regard to distraction.

Listen to

1. Follow directions.
2. Plan activities (daily or excursions).
3. Observe and report what happens.
4. Play games, dramatize.
5. Solve problems.

Listening is an attitude of evaluating things heard and read and of checking the reliability of the statements a person makes in discussion, books and speeches.

Hearing words, recognizing ideas, analyzing purposes and remembering sequences are all elements of listening.

A listener must operate on several levels simultaneously, depending on the lecturer's style and the nature of the subject being discussed.

This requires motivation, alertness, total involvement to act as a recorder and decision-maker of what to include in notes and how to organize them.

Activities:

1. Recite the alphabet, and ask students to write only the letters omitted.

2. Say six numbers then ask what the next number is.

3. Ask someone to continue counting when you stop, then count by 2's from 18-30.

4. Play a cassette with the sounds of animals on it. Identify the sounds in the sequence heard.

5. Read a paragraph into a cassette recorder. Listen to improve voice quality. Record again. Play and compare.

6. Practice ignoring distractions. Have a friend make faces, tap your arm, and giggle while you read a paragraph. Recall the ideas read. Reread to check accuracy. Repeat while listening to a cassette.

7. Use some of these directions at frequent intervals to develop listening acuity:

Group I

Smile.
Look up.
Look down.
Rap on the door.
Wave both hands.
Point to the blackboard.
Skip around the room.
Bring me the scissors from my desk.

Group II

Hold up both hands.
Point to your ears.
Point to the chalkboard.
Touch your toes three times.
Clap your hands behind you.
Point to the clock.
Clap your hands three times.
Nod your head three times.
Put your hands over your eyes.
Bring me a book from the bookcase.

Group III

Show us a small picture.
Count the windows.
Point to something white.
Hold up your index finger.
Walk to the door and open it.
Show us something large.
Bring me a book from the shelf.
Draw two faces on the blackboard.
Pass your pen to the child next to you.
Form "Good Morning" with your lips silently.

Group IV

Answer in complete sentences.

Who sits in front of you?
Name the people in your family.
Where were you born?
What did you do last night?
Count the pictures in the room.
When does Santa Claus come?
What is your birthdate?
What time is it now?
What is your address?
What color is your dress?

Group V

Answer in complete sentences.

When is your birthday?
How many days are there in a week?
How do we keep our hands warm in winter?
Go to the window and tell what you see.
What time do you get up?
What story do you like best?
How many wings has a bird?
What do you wear when it rains?
What color are the leaves on the trees?
What does a robin like to eat?

8. Listen to a cassette with a story or directions on it and do what it says to do.

9. Give another person simple directions to a place. See if he can repeat them.

10. At a normal pace for speaking, give three other students directions with four parts to the explanation; let them write down the directions given.

11. Jot down main ideas while listening to an oral report.

12. Listen for unnecessary repetition in an oral report.

13. List the irrelevant details in an oral report.

14. Listen for inconsistencies in an oral report.

15. Listen simultaneously for main ideas, unnecessary repetition, irrelevant details and inconsistencies of an oral report.

16. Listen to announcements made on the public address system and then repeat them for the class.

17. Dictate sentences to a group using words from a science, social studies or spelling lesson. Say the sentence only one time. Use a transparency to check for accuracy immediately.

18. Listen to a paragraph or two from an umfamiliar source and draw inferences as to time, place and setting. Support each guess.

19. Write a brief story about "The Time I Forgot to Listen".

20. Pretend that someone didn't listen carefully before some significant historical event and "rewrite" history according to their listening habits. Example: A person who thought John Paul Jones said "I haven't begun to fight".

21. Listen to Gentle on My Mind. Select prepositional phrases and write them in below.

1. to ________
2. to ________
3. behind ____ ________
4. by ____ ____ ____ ____
5. upon ________ ________
6. in ________ ________
7. by ________ ________
8. of ________ ________
9. on ________ ________
10. to ____ ____ ____ ____
11. on ________ ________
12. along ____ ____ ____
13. on ________ ________
14. by ____ ________
15. of ____ ________
16. for ________
17. between ________
18. to ________ ________
19. in ________
20. of ________
21. 'til ____ ________
22. on ________ ________
23. by ________ ________
24. on ____ ________
25. of ________
26. from ____ ____ ________
27. in ____ ________
28. 'cross ________ ________
29. through ________ ________
30. 'round ____ ____ ____
31. to ________
32. to ____ ________
33. from ________ ________
34. by ____ ________

22. Select other music popular at time of use and try the same approach.

23. Listen for synonyms for these words as you listen to "The Impossible Dream".

PURE ____________________

ATTEMPT ____________________

LUMINARY ____________________

PURSUE ____________________

DISTANT ____________________

ADVANCE ____________________

HONEST ____________________

REPOSE ____________________

UNIVERSE ____________________

VALOR ____________________

ENEMY ____________________

OFFENSE ____________________

TIRED ____________________

VALIANT ____________________

DESPAIRING ____________________

POWERFUL ____________________

VISION ____________________

REASON ____________________

STRUGGLE ____________________

ANGUISH ____________________

DISCOVER ____________________

UNLIKELY ____________________

ENDURE ____________________

SEARCH ____________________

ADJUST ____________________

SERENE ____________________

If you had difficulty, look at this list and try again.

chaste
try
star
follow
far

run
true
rest
would

courage
foe
wrong
weary
brave

hopeless
unbeatable
impossible
cause
sorrow

dream
hear
quest
right

24. Compare newscasts about the same event on radio with those on television. Which is better? Why?

25. Listen to brief excerpts from speeches. Anticipate the speaker's next point.

26. Attend a lecture, listen, outline the topic, report to the class.

It may prove helpful to

A. Read the pre-publicity and/or printed program.

B. Write down the name of the speaker, the kind of meeting, date, place before the speech begins.

C. Jot down some qualifications of the speaker as the introduction occurs.

D. Write the title as the speaker announces it.

E. Listen for words which signal intention of speaker. Write no further notes until the organizational pattern becomes evident (3 points, 5 steps, 6 ways to, major courses of).

F. Take eclectic notes, starring main ideas.

G. Read and revise notes as soon as possible.

USING INFORMATION

RESEARCH, REPORT DATA (Outlining)

Concepts:

Good writing proceeds in orderly ways so that the reader can discern the purpose of what is being read. One way to decide what to include in an oral or written presentation or to summarize information read or heard is to outline it. An OUTLINE is a method of organizing the chief ideas in a story, speech or composition, usually in the form of main ideas and subtopics in sentence or phrase form.

A story may be outlined simply by listing the important incidents in the sequence in which they occurred. Other types of writing may be outlined by identifying the main reasons or points of a subject and then also noting the details or subordinate items which support each main point or reason.

MAIN TOPICS are the most important ideas about the title.

SUBTOPICS are the ideas about main topics and are therefore listed under main topics.

DETAILS tell more about subtopics.

Topics of equal importance are written in a similar manner.

Rules for making outlines:

1. Number each main topic with a Roman numeral.
2. Place a period after the Roman numeral.
3. Begin the first word in the main topic with a capital letter.
4. Use a capital letter followed by a period in listing subtopics.
5. Begin the first word of a subtopic with a capital letter.
6. Put at least two subtopics under each main topic.

Activities:

1. Provide the children with many opportunities for classifying. An important element in classifying is to determine whether the grouping is purposeful. The pupil's purpose will determine the nature of the categories.

   A. Read or tell a familiar story to the pupils. The children retell the story. In doing this, they are summarizing and learning sequence which is a readiness for outlining.

B. Group these animals in different ways; omit irrelevant words.

Giraffe
House
Mouse
Dog
Flounder
Whale
Goose
Road
Peacock
Ostrich
Shrew
Lizard
Bobcat
Elephant
Cow
Lion
Bat
Turtle
Gerbil
Quail
Chicken

C. Distribute a number of related pictures to small groups. Tell students to group the pictures in as many different ways as possible. Exchange pictures among the groups and sort pictures again. Discuss the various classifications. Write some of the grouping arrangements on the chalkboard. Use Roman numerals and letters of the alphabet to form a simple outline.

D. Study this list of errands and sort them into outline form showing where each item or service could be purchased.

Cereal
Take dress to be pressed
Bread
Milk
Heat lamp
Pick up cleaning
Iodine
Cotton balls
1/2 pound of ground sirlion
Cough drops

E. Decide whether each phrase tells who, what, when, where, why or how.

By the time
Along the coast
In important ways
With tentacles
The habitats
Because of the danger
Over to the side
The eastern boundary
Above the surface
Sinuous as a python
Throughout the day
Completely mystified
In the arena of the stadium
For people were never hungry
Before the mound
To prove herself
Timely subject
Too suddenly

F. Some words cause people to feel happy or sad. Skim stories to find words in these categories and list them.

2. Encourage children to think about how much of their work involves using many different books and them sharing this information with others. In order to remember information, thoughts and facts must be presented in an organized manner. An outline is also an easy way for a reader to recall or review information at a much later date.

A. Show a transparency of a list of simple words and have pupils look at it carefully. Cover this list and ask them to write as many as they remember. Now group the list into topics on a transparency and point out that it is easier to remember words when they are categorized.

B. Make a list of all the street signs between your house and school or the grocery store.

C. Discuss how one can discover what is showing at two theaters and when a famous country singer is to appear in this town simply by riding from school to the park on the other side of town.

3. Group pictures of transportation. Decide which pictures tell about each of these main topics. Fit these subtopics into this partial outline:

   I. Land

   II. Water

   III. Air

   Automobiles
   Buses
   Rowboats
   Sailboats
   Planes
   Trains
   Subways
   Canoes
   Spaceships
   Steamships
   Barges
   Helicopters

4. See how these words could be grouped then decide on main topics. Place them in outline form on overhead projector.

   Bicycle
   Baseball
   Wagon
   Four
   Bear
   Skunk
   Dog
   Car
   Football
   Rabbit
   Ten
   Cat
   One
   Boat
   Two
   Motorcycles

5. List ideas on the chalkboard to be included in an original story, as tell where the bear lives, describe the bear, tell what the bear eats and tell about the young.

6. Stress importance of an outline which clearly indicates main ideas and important details. Find topic sentences in a series of paragraphs, using a procedure similar to this:

   A. Read the first sentence carefully. It usually contains the main idea. However, the topic sentence may be found near the beginning, in the middle, or at the end.

   B. Skim the rest of the paragraph for ideas and words which give more details about the topic sentence. If this is true, the first sentence is the topic sentence. Put the idea in your own words.

   C. If the first sentence does not contain the main idea, see if you can determine what the author is saying. Then try to find a few key words or phrases. Put these together and you will probably have the essence of the topic of the paragraph.

7. Discuss differences between topic Outline and Sentence Outline. Show transparency or poster of each during discussion. Outline a story using both types of outlines.

8. Discuss parallel form and parallel sentences, in relation to outlines. Begin with same type word (noun, verb, participle, preposition).

9. Outline a section of a chapter in social studies text. Discuss why outlining is helpful in studying.

10. Plan an imaginary trip, outlining all the things you wish to do and see while on the trip.

11. Decide on an outline for interviewing a friend on a specific subject (favorite sports, pets). Write an outline based on the interview as it actually occurred.

12. Bring a newspaper article to school and write an outline based on it including main topic, subtopics and some details.

13. Go the the library and listen to a cassette. Outline important ideas and read the outline to the class.

14. Begin with these simple outlines.

    PERSON: Birth, childhood, education, life work, obstacles, accomplishments, interesting facts

    COUNTRY: Location, size, climate, population, government, history, products, religion, interesting customs, famous citizens

    INDUSTRY: History, method of production and distribution, raw materials, uses, changes, future, size, importance, location

    PRODUCT: Composition, history, uses, method, future, importance

    IDEA: Origin, definition, history, influence status, future

USING INFORMATION

RESEARCH, REPORT DATA (Note taking)

Concepts:

Notes are a means of summarizing information into a brief statement of a few pages, a few sentences or even one sentence. Note taking is considered an essential skill for successful learning. Good notes are the product of good reading, clear thinking and exact writing. The purpose of note taking is to become skilled in the utilization of notes, not merely skilled in acquiring notes.

The physical act of recording notes is an act of rehearsal. Persons who take notes usually can recall twice as much as those who listen only. Notes are most useful if taken in the form closest to the form needed for recall; therefore outlines or some other readable, legible format is recommended.

Training is needed to assimilate key material and to transpose it into usable notes for reports, summaries, speeches and permanent records.

When using longer selections (an entire book, several books and magazines, a detailed exploration of a subject, extensive research on an entire idea or a thesis) analyze the introduction, general theme of material, paragraph relationships, transitional elements, date of writing, ranking order of ideas and conclusions of authors.

Notes which summarize, comment upon the information, and evaluate the reading material are superior to a series of quotations.

A reader or listener may take notes that are

1. Quotations - quoting directly what someone else has said or written. This should be within quotation marks.

2. Paraphrase - using author's statement but rephrasing or putting it in your own words.

3. Summary - condensing what you have read or heard into a few phrases or sentences in your own words.

4. Commentary - making comments in your own words about what you have heard or read. You may give your opinion, make comparisons, criticize, etc.

When taking notes

1. Locate materials to be used.
2. Examine materials carefully.
3. Read the whole selection (or a number of selections) to get a general idea of the information it contains.
4. Read carefully and write sparingly. Do not record everything read even if it is all on the topic. Reread the parts of the selection which deals with chosen topic.
5. Take more notes than may be used in the report. After reading and taking notes from many sources, select the content for the report.
6. Use numbers, signs, and abbreviations whenever possible.
7. Reexamine the selection and record name of author, book, page numbers, date of publication, publisher, place of publication and any quotations needed.

Activities:

1. Classification aids in recall. Display a number of objects. Cover them and ask the observer to recall the objects. Arrange objects in logical groups. Display again and name the classes in which they are grouped. Cover and now recall the classes and objects within each. After these objects and pictures are classified, write them in outline form.

   Suggest possible types of classification for other groups of objects, words or pictures.

2. Being able to locate important words and phrases and record them in sequence is an essential skill in note taking. Read a short selection. Pause after each paragraph and ask:
   a. What were the important ideas?
   b. What did that paragraph tell us?

   Write the answers down to determine the content of the entire selection.

3. Distribute a copy of a paragraph and let students read it. Project a transparency of suggested main ideas and have them choose the correct one. The main idea is not always at the beginning of the paragraph. Write down the main idea. List the supporting details under each idea. Organize these notes into an outline form and use in an oral or written report. Repeat some variation of this procedure often.

4. Rewrite long sentences in your own words without changing the meaning.

    The soil in a forest where snow collects deeply may remain unfrozen all winter, while soil in nearby open fields, where the wind blows the snow away, may freeze to a depth of several feet.

    Brief sentence: Snow keeps the ground from freezing.

5. Practice stating ideas in brief phrases when giving verbal current events reports.

6. Study the notes and subjects listed on blackboard. Arrange notes under appropriate subjects. Make up story based on notes written on a blackboard.

7. Begin with a topic instead of a question. Use one source of information and give a brief statement which includes the most important ideas about the topic.

8. Take notes as teacher reads a short paragraph or a short story. Check notes with other students.

9. Show a filmstrip with no discussion or writing. Discuss significant information in the filmstrip. Record these as main topics. Show the filmstrip again and have pupils look for details to support main topics. Take notes on these. Organize these notes into an outline.

10. Discuss information that should be put on note cards and/or note paper and how they should be organized; show samples. Listen to several short paragraphs and write own notes. Listen a third time and write details under main ideas.

11. Distinguish between subject and topic; stress that the subject is what you are reporting on and the topic is a section or phase of the subject. Take notes when on a field trip. Use brief notes as guide while presenting report.

12. Interview one another on a specific subject, e.g., favorite sports, pets, career plans; take notes on the interview.

13. Take notes on a newscast seen on television and report to class.

14. Have children read to class newspaper articles that they enjoyed reading. Have class take notes on each article.

15. Two students take notes on the same television or radio program, and magazine or newspaper article. Compare notes.

16. Go to the library and write a short list of favorite quotations from two or three poems that you enjoyed reading. Use proper punctuation when copying information verbatim.

17. Answering questions is a form of taking notes. Read such paragraphs as this one and answer the question at the end. It is important to use all of the information available in answering a question. Also be sure to answer the question that is asked.

> Builders know that many materials contract with extreme temperatures. Contraction is taken into account in many types of construction work. There are a number of everyday examples of how builders have allowed for materials which shrink when they are cooled.
>
> Question: What happens to some materials when they become very cold?

18. Skim the sports section of the newspaper to see what the score in the Dallas Cowboys vs Baltimore Colts was.

19. See when the feature begins at the Rose Theater this evening. Find this information by scanning the theater ads.

20. Use a question outline on a unit study as a country such as Germany. Read information and then answer.

    A. Why do people there do wood carving?

    B. What caused an East Germany and West Germany?

    C. Where are the chief industries located? Why?

    D. What is the climate like?

    E. What is the exact name of this area now?

USING INFORMATION

NOTE TAKING (Lecture, reports, tests)

Lectures

1. Note changes in pitch and voice tones that indicate new points.
2. Listen, think, reduce thought to own brief words.
3. Indent, number or circle each main point.
4. Indent subordinate points under each main point so that thinking is evident.
5. Don't waste time copying notes. If typed, do as soon as possible.
6. Organize notes about different subjects into sections in one notebook.
7. Practice composing a summary of significant lectures prior to need for writing.

Reports

1. Read until begin to recognize the quotes in article.
2. Take notes and record all details of each source.
3. Whisper to self.
4. Draw picture.
5. Say aloud.
6. Discuss with others.
7. Learn suitable words to use.
8. Find out form of footnotes instructor expects.
9. Sort data into piles by facets of subject; label each pile.
10. Arrange piles in sequence before composing outline or writing paper.
11. Come to conclusions about subject before beginning to write.
12. Decide if charts, tables and/or maps would be useful.
13. Choose specific title.

Tests

1. Read directions carefully.
2. Choose more important items.
3. Circle each item to be included in answer.
4. Put finger on each word and/or say silently if difficult to understand.
5. Note exact wording (often, never, many, always, usually) of questions.
6. Notice if opinion is asked or substantiation required for answer.
7. Apportion time. Answer ones know well first. Answer others later.
8. Decide on entire answer before begin to write.
9. Keep a sharp lookout for double negatives in English.
10. Review all notes taken on the subject before test time. Note similarities and differences of various sources.

Activities:

1. Discuss the sequence of the day's activities. Ask questions such as: "What do we do first? What comes next? What is the last thing we will do today?"
2. Put pictures in sequential order to tell a story.
3. Read an unfamiliar story. Ask "What happened first in this story? What happened next? What happened last?
4. Reread a story to find out the things that happened to the main character.
5. Copy several sentences from a story and ask a classmate to arrange them in a sequence which makes a story.
6. Read a story. Think about the most important things that happened in the story. Reread to formulate brief statements about important events in the story then write them in sequential order.
7. Summarize a lesson studied on a particular day.
8. Listen to classmates read a short article. Take notes, then use them to make an outline and finally a summary.
9. Summarize a lesson for an absent classmate.
10. Use the daily newspaper to summarize news for a mock newscast.
11. View a filmstrip and/or video cassette and then write a summary.
12. Listen to a tape then summarize it in writing.
13. Examine blurbs on book jackets to discover how a summary helps in selecting a library book.
14. Summarize a favorite story or book and prepare a blurb to share with classmates.
15. Summarize activities during the evaluation at the end of the class or day.
16. Paraphrase (restate in another form but with the same meaning) these sentences:
    A. Select paragraphs from various readers, science books, social studies texts to summarize.
    B. Many people are attracted to Texas because of the roadside parks, rest areas, oilfields, fine roads, rose gardens, wild flowers and fairs.

C. You may use apples, bananas, cherries, oranges, peaches, and melon balls, but not raw pineapple in the salad.
D. The boys rode their bicycles, swam, ate four hamburgers, drank a gallon of lemonade, watched the clouds overhead and stopped by the tennis courts the first day school was out.
E. Put away the hair curlers and the pop bottles, straighten the pillows on the couch, pick up the bits of paper and empty the wastebaskets before closing the door.

17. Write answers to these questions so that the reader can tell what the question was. Do not write the question.

A. How many players make up a soccer team?
B. Name several plants from which we get food.
C. Give three causes of poor health.
D. Compare swimming and football as healthful exercises.
E. State three reasons why people love their country.
F. Give three rules for practicing safety.
G. Tell five uses of water.
H. Name as many famous doctors as you can. For what is each well-known?
I. List ten products of oil.
J. How many students in this class were born in this state?
K. Which of your friends are the same age as you?
L. Who invented the telescope?
M. Which governor do you admire most? Why?
N. Where is the Sargasso Sea?
O. When was the Spanish-American War?

18. Using a written report as the basis, prepare a slide-cassette presentation and donate it to the library collection or make it into a play and dramatize for a class.

USING INFORMATION

RESEARCH, REPORT DATA (Reporting Information Orally)

Concepts:

Group discussions, panel discussions, round table discussions, buzz sessions, or an individual presentation are effective ways to report information orally to other people. An outline is also used for oral presentations in deciding the content and sequence of facts.

According to John U. Michaelis in Social Studies in a Democracy,

> Discussion is truly an essential technique of democratic education. Discussion provides a practical opportunity to set purposes, state hypotheses, raise questions, and appraise various experiences ... Social amenities are put to practical use, critical thinking is sharpened, and attention is focused on common problems. Ideas are shared, points of view are expressed, leaders are selected, responsibilities are delegated, and respect is shown for the right of others to express themselves.

Discussion may be used effectively whenever the need arises to share information, to find out what people know, to recall information learned, to relate new information to the old, to summarize, and to plan for what is to follow.

In small group discussions the

1. Group has a specific topic to discuss.
2. Participants sit so that each can see the other.
3. Chairman opens discussion.
4. Chairman calls for contributions from each member of the group.
5. A recorder takes notes and reports to the class.

Discussion leaders are friendly, self-disciplined leaders who have initiative, assume responsibility, express themselves clearly and

1. Call the group to order.
2. Choose someone to take notes.
3. State the problem or question.
4. Keep the discussants on the topic.
5. Involve everyone in the discussion.
6. Review main ideas periodically.
7. Summarize the discussion.
8. Have the secretary write a brief summary of a group's discussion to report the other groups.

Members of a discussion group

1. State their ideas clearly and independently.
2. Listen thoughtfully to the ideas of others.
3. Ask pertinent questions courteously.
4. Interject ideas at appropriate points.
5. Ask appropriately for clarification of meanings.
6. Avoid repeating points already made.
7. Accept, honestly and graciously, superior evidence.
8. Disagree in a friendly manner.
9. Speak to the entire group.
10. Avoid derogatory comments on race, religion, or status of others.
11. Point out fallacies and inadequacies of data calmly and clearly.
12. Remain alert and helpful throughout the discussion.

The report from a group discussion may

1. Break topic into subtopics.
2. Ask each member to report on a subtopic.
3. Review reports and delete repetition.
4. Be presented in various ways.

In holding panel discussions, follow standards such as

1. Panel members sit facing the class.
2. Chairman states the topic to be discussed.
3. Each panel member gives his ideas, speaking clearly.
4. The class listens attentively.
5. The class asks questions after the panel members have finished.
6. The panel responds to the questions.
7. The chairman summarizes.

Round table discussions are the same as panel discussions except the participants sit around a table or in a circle and usually use a less formal procedure.

Buzz sessions are not structured, are usually brief and provide an informal method to collect or share information.

Individual reports are researched, organized and presented by one person. This person may lead an informal discussion after the report if the opportunity to ask questions would enhance the topic he reported.

Activities:

1. Set up standards for giving oral reports such as these:

    A. Choose a topic important to the group.
    B. Limit the topic.
    C. Use a variety of sources of information.
    D. Take notes.
    E. Study the topic until you understand it thoroughly, know the main idea, can give illustrations and examples, answer questions, pronounce words correctly, and relate it to other topics the class has shared.
    F. Write an outline for the report by assembling all notes.
    G. Present ideas in order and in own words.
    H. Choose an interesting way to present the topic. (Cartoons, riddles, puppets, posters, transparency, mural, slides, diorama, actual samples, charts, maps, music, pictures, costume)
    I. Prepare until the report gives adequate information but fits the time limit.

2. Make permanent wall charts as guide in planning and presenting reports.

    A. All reports have three parts.

        a. Beginning (or Introduction)

        b. Middle (or Body)

        c. End (or Closing)

    B. Reports answer questions.

        a. Why has this problem arisen?

        b. What effects have resulted from the problem?

        c. Where can alternatives be found?

        d. When should appropriate action be taken?

        e. Who can help remedy the situation?

        f. How can I be helpful?

3. Devise an evaluation method so that students may evaluate the reports of classmates. A chart, similar to this one which incorporates the elements of a good oral report, marked by listeners might prove helpful. A discussion of the various student evaluations immediately following each oral report helps the speaker to improve performance the next time.

1. Did the report have a good INTRODUCTION?	
BODY?	
CLOSING?	
2. Did the report answer the questions WHY?	
WHAT?	
WHERE?	
WHEN?	
WHO?	
HOW?	
3. Did the reporter look at the audience?	
have a clear, pleasant voice?	
have good posture?	
pronounce words correctly?	
make the report interesting?	
use audio-visual aids?	
4. Did I learn something new?	
5. What I liked best about the report:	
6. Suggestions I would make:	
KEY: * excellent = good / fair - poor	

4. Provide frequent opportunities for each type of group discussion.

5. Make frequent use of informal individual oral reports.

6. Use a tape recorder to practice a report; listen to evaluate clarity, voice quality and length.

7. Use more detailed, formal reports on major topics of a unit as a part of culminating activities.

8. Exchange unusually good reports between other rooms of the same grade or subject area.

9. Convert outstanding reports, especially those made by groups, into slide-tape presentations with appropriate music and add to library collection.

10. Record the three reports which the class votes as best into a video-cassette and donate to the library. Be sure to include a title, the date recorded, and give credit to the people who compiled the presentation.

USING INFORMATION

RESEARCH, REPORT DATA (Reporting Information in Written Form)

Concepts:

Many times information needs to be reported in written form. Some forms of written reports are stories, charts, scrapbooks, logs, notebooks, class newspapers, diaries, compositions, a single paragraph, a term paper, booklets.

Some elements involved in written reports are summarizing, notetaking, outlining and listening.

Guidelines for making written reports:

1. Think of a worthwhile topic.
2. Narrow the topic to one significant facet.
3. Locate and read information from several sources.
4. List the main ideas.
5. Write down supporting details.
6. Outline the report.
7. Decide whether to illustrate the ideas.
8. Choose an interesting and relevant title.
9. Compose a significant beginning sentence.
10. Write the body of the report, including all the main ideas.
11. Make a strong closing sentence.
12. Read the report aloud before writing final draft.
13. Proofread final draft.

A SUMMARY is a type of expository writing which condenses material to the essential facts about the topic. A good summary expresses not only the main idea but also the complete idea of a selection.

Summarizing successfully requires

1. Mastering sequence.
2. Recognizing main ideas (the one thing all the sentences are about).
3. Expressing long sentences, paragraphs or story in a shorter way.
4. Notetaking and outlining.

Simple procedure for summarizing:

1. Find the main idea. It may be indicated in the topic sentence. If it is not stated, determine what is emphasized most.
2. Find the most important things said about the main ideas.
3. Omit insignificant details.
4. Use your own words without changing the author's meaning and write the sentences in paragraph form.
5. Combine some related ideas.
6. Extend these procedures if the summary involves a book, different media or an entire unit of information.

USING INFORMATION

REPORTING (Charts, Diagrams, Graphs, Tables)

Concepts:

Information gathered from various sources is more easily understood if it is presented in some graphic manner using lines, symbols, and/or pictures.

A DIAGRAM usually is made of a few simple lines drawn to show space relationships among objects (furniture, machines, booths at an exhibit).

A CHART uses symbols to show interrelationships.

A GRAPH represents interrelationships by using a circle, bars (very heavy lines), or several straight lines.

A TABLE usually lists facts in columns as date, place, number, size and name.

Whichever graphic form most effectively presents and interprets the information is the one a writer or speaker chooses to use. All such representations require labels, legends or a few specific words. Examine the examples of graphic presentations in the library which have been prepared to help you report information effectively.

Activities:

1. Sketch a rough floor plan of your own room, showing doors, windows, furniture.
2. Draw a plan of your boat showing the placement of seats, tackle box, lunch box, ice chest, bait pail and container for the fish caught.
3. On a duplicated sketch of the classroom, draw a diagram of the air circulation to explain why the aroma of gingerbread from the cafeteria often tantalizes students as they study.
4. Place a large diagram on the bulletin board showing the stations of student aides who help new students become acquainted with the school building.
5. On a duplicated sketch of the school campus, diagram the location of the softball field, the jungle gym, the tennis courts, and the free play area.
6. Plan a diagram, for posting in the main corridor, of the street corners where a safety patrol will be stationed daily to ensure safe crossings to students. Indicate the safety patrol captain's station in some simple but special way.

7. On a map of the United States, diagram the jet stream which planes take advantage of; the Gulf Stream currents.

8. Using two colors of construction paper, diagram the eclipse of the sun and place it on the room bulletin board with an appropriate caption. Repeat with the moon.

9. Draw a diagram of a sun dial, the location of salt underground, a battery.

10. Show how the digestive system works by drawing a diagram; a delivery system for a florist shop.

11. Fill in featues of the smiling face distributed to you so that it is evident whether it represents a boy or girl. Place it on the prepared poster (which lists the months of the year in order at the left hand side) on your birthday month. When completed the students in the room can see the relationships of birthdays for the entire group.

12. Choose a tiny stick figure (made of colored construction paper and indicating by shape boy or girl student) and place on a prepared poster which lists the name of every student in the room on the left. Place stick figures representing each member of your family, including yourself, to the right of your name. The completed poster will show the size of families of students in this room.

13. On a colored prepared poster listing five consecutive ages at the left, place a precut stick figure (of white stiff paper and which you decorate yourself) representing you to the right of the correct age. This will show the ages of the boys and girls in this room.

14. On a light colored poster showing ways of transportation to the left by pictures (bicycle, walking, car, bus, motorscooter, horse), draw yourself as a stick figure to show how the students in this room get to school. Boys draw in black, girls in green with a small Marks-a-lot.

15. Choose from prepared small shapes representing churches, a "church" and place it on a prepared poster (naming ten of the most commonly known denominations in this vicinity) to the right of the type you attend. If the type you attend is not listed, add that name and then place your "church". This will show in a few minutes the religious preferences of students in the room.

16. Show food preferences the same way as described in the preceding activity using pictures of hamburgers, steak, sausage, meat loaf, roast, bacon, ham. Try with beverage preferences (milk, orange juice, grapefruit juice, apple juice, tea, coffee, chocolate milk, malted shakes, carbonated drinks, lemonade, tomato juice).

17. Construct a chart showing whether your classmates have a cat, dog or bird as a pet. If they have some other kind or none, show that also. Don't guess, ask them!

18. Develop a chart on the chalkboard about the uses of water, the kinds of sentences as to form, the ways a dictionary helps people with words, the benefits of daily exercise, bicycle safety reminders, things that help one study, the uses of oil.

19. Make a chart of the fifty states and their flowers. Add trees and nicknames.

20. Make a chart of all the local school sports teams and their names.

21. Make a chart of professional baseball, football, basketball or soccer teams and their home cities. Combine all these on one chart.

22. Devise a chart showing the sources of food as meats (ham, bacon, steak); vegetables (leaf, root, stalk).

23. Use a chart and show sources of fibers as animal, plant, or man-made.

24. Using a chart form, show the products of trees, oil, cattle, sand. This will require some use of reference books, but make charts original. Post to show the various creative ideas different students have.

25. Draw a line four inches long on the blackboard and explain that this represents the distance a person can walk in five minutes. Students draw a line showing how far they can walk in ten minutes, in half an hour, in two hours. Vary the length of the line, the amount of time and the means of travel.

26. Make a bar graph showing the number of supplementary books, magazines and kits available in this classroom for extended study.

27. Keep a bar graph of your scores in spelling, reading and math for two weeks. Use labels and different colors for each subject.

28. Keep a record of the basketball scores for your school and the chief rival for five games, then make a graph. Show one school's scores by lines and the other school's scores by bars, then combine into one graph.

29. Assume that you have one dollar for lunch (40¢), bus fare (15¢), a ribbon for this week's game (10¢), the remainder to spend as you wish. Show on a circle graph how you spent the dollar.

30. Research these subjects, choose and make the most effective graphic representation to share the information you learn with classmates.

A. The ten tallest mountain peaks in the world; the longest rivers in Africa and South America.

B. Distances of each part of the solar system from the earth; distances of ten large cities in this state from this city.

C. From television, radio and/or newspaper the temperatures for the past week.

D. The number of books ten of your friends read this past semester.

E. The spending of money for some current issue (dams, prevention of disease, chewing gum or soft drinks). Can you combine all these?

F. Relieve the traffic problem in the building by showing the number of classes which use each doorway in a certain area. Present the information in graphic form to the Student Council for consideration.

G. Population of the ten largest cities in the world; in the United States; in this state. Use most current information.

H. Favorite sports of classmates (soccer, swimming, tennis, golf...).

I. Airlines flying from the metropolitan area nearest you to New York.

J. Wimbledon winners through the years, winners of the Nobel Prize for peace and/or literature, Newbery Medal winners.

K. Industries in your vicinity (Chamber of Commerce can furnish valuable information).

L. Uses of the most widely used building material in the world.

M. The percentage of the family budget used for food, for clothing, for recreation, for church contributions.

N. How adults you know use graphic representations in their work.

31. Place three large posterboard signs $\boxed{9}$ $\boxed{10}$ $\boxed{11}$ on the floor and have students line up behind each according to age. Have a recorder write down the number of boys and girls who are each age. Use this information later to make line and bar graphs on graph paper.

32. Bore six holes in a 2" x 4" x 24" board and prepare six 12" dowels to fit in the holes.

Stack cafe curtain rings or wooden curtain rings on the dowels to make a simple chart.

Place as many dowels as needed to compare the facets of a subject and label each. Each student places a ring on the appropriate dowel to make a chart on a chosen subject.

Examples: Boys and girls for ages, favorite foods, seasons, etc.

33. After a discussion of eye colors (blue, brown, hazel), students look in mirror and decide the color of their eyes.

Teacher calls out an eye color and all those with that color eyes stand together as a group.

Students go by table and take an "eye" (elliptical piece of white paper) and a crayon, color the "eye" appropriately and pin or paste it to the right of the "eye" on the chart which is colored the same color.

34. Prepare a chart of butcher paper entitled "How We Get to School" with walk, bicycle, car, moped, bus listed at the right side. Each child marks one mark with large crayon or black Marks-a-Lot to the right of the appropriate method of transportation. Record the results to use later on graph paper.

35. Prepare a chart with round faces showing brown, black, blonde and red hair at the bottom of four columns.

Distribute circles of white paper; pupils draw in their own features, including hair. Color hair correctly.

Place "picture" of self above the face with the same color hair. This illustrates that charts can also be vertical.

USING INFORMATION

RESEARCH, REPORT DATA (Bibliographies)

Concepts:

It is important to record both the information and the source of the information accurately because the accuracy of a report is dependent upon the accuracy of the notes that were taken in order to write the report.

A BIBLIOGRAPHY is a list of writings pertaining to a given subject or author. The word is derived from two Greek words, biblio meaning book and graphy meaning method of writing.

Bibliographies are used to help find material on a particular subject, show the reference sources used when writing a report and to give credit to people who wrote an idea or fact down earlier.

A learner may progress gradually in recording sources and giving credit for ideas. Formal bibliographies are not needed until formal writing is done. These steps are useful in developing bibliographic habits.

1. Name of book
2. Book and page number
3. Book, page number, title
4. Book or magazine, page number, title
5. Book, periodical, other media forms, page number, title, author
6. Formal bibliography form

Activities:

1. Practice in sequence, finding the main and subordinate ideas, outlining, taking notes and summarizing is needed to develop an understanding of a bibliography.

    A. Let children group books (from a book truck) about the same subject.
    B. Put all the books about trucks on the table.
    C. Find books that teach how to count.
    D. Sort out all the books about horses.
    E. Place books with no words in them on this shelf.
    F. See how many books are about pets.

2. Use the card catalog and list all the books and tapes this library has on helicopters, electricity, and rocks.

3. Show a transparency of a bibliography. Discuss proper bibliographic form for each type of reference. Explain that there are variations, however.

Encyclopedias

   1. "Civil War." Merit Students Encyclopedia, vol. 3, pp. 372-379.
   2. "The Last General." World Book, vol. 5, pp. 125-127.

Magazines

   1. Skidmore, Ernie. "Horns of a Dilemma." Science, March 14, 1968, pp. 12-18.
   2. Wallace, Jan. "Not on This Ranch." Texas Parade, January, 1977, pp. 15-19.

Records

Sound of History - We the Undersigned. Record VI.
Life Periodical.

4. Look up in three different encyclopedias a chosen subject; list title of article, name and volume of encyclopedia, as well as page numbers.

5. Identify omitted parts of a partial bibliography written on transparency or duplicated on paper.

6. Work in groups and make sample bibliographies, each group listing a bibliography of different type reference materials; e.g. one group listing encyclopedias, another listing magazines and a third tapes, filmstrips, etc.

7. Look through two books and find bibliographies listed. Compare and discuss these.

8. Locate a bibliography in a non-fiction book and see how many of the references listed are in this library.

9. Compile a bibliography on a chosen subject and include at least three references from each of these media: books, encyclopedias, magazines, filmstrips, tapes, sound films and microfiche.

   Remember that audio-visual references are listed last in a bibliography.

10. Keep a bibliography on subjects studied in science and social studies. Compare with a friend at the end of the semester.

11. Use a complete bibliography to accompany each formal paper in every subject area whenever this type of reporting is appropriate, preferably beginning in high school.